

# Public Libraries

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## Reaching All Classes of the Community\*

John H. Leete, director, Carnegie library, Pittsburgh, Pa.

### (Concluded)

We need the backing of the community if we are to reach all classes of the community, and we can only secure that backing by doing our share of the general community work. The library must support the community if the community is to support the library. Do you recall the feeling of dismay that came over you when you were asked to undertake the first modest money campaign for books for soldiers? Do you recall also the feeling of relief that you experienced when our organization was classed in the last campaign with the other welfare organizations? What was the cause of that dismay? What was the basis for that relief? Were we not dismayed because we feared that we had not formed that personal contact with the community as a whole which would enable us to make a strong appeal to the public and to form an organization of active workers which would be effective in presenting that appeal? Were we not relieved in the last campaign because we felt that those other organizations had formed this contact and could make this appeal? I know that we argued with ourselves that the other organizations from their very nature took hold of the imagination and hearts of the people—but are there not similar opportunities open to the library? We had allowed ourselves to be regarded as an institution shut in by the two covers of a

book. We had neglected to emphasize the human side of our work, and it is from that side of our work that our appeal must be made to a large part of the community. We must serve as privates in the ranks of other activities if we hope to muster followers in the library's cause. The appeal of the community must reach the library—if the appeal of the library is to sound not faintly in the ear of the community.

I hope no one will misunderstand me. I am not arguing that we should turn our backs upon the books. I am not even arguing for the adoption of side show methods in library work. I believe that in books and related literary material we have our natural approach to the community and that through them we may most effectively serve them. I am arguing, however, for the broadening of our interests to include the other interests of the community. I am arguing that the library as an institution and the members of the staff as individuals should become active participants in the general affairs of the community. I do believe that the library should become a true community center. The library is primarily a localized institution and, if it is to be alive and growing, it must sink its roots deep in the community.

As a second essential for reaching all classes of the community we must have something to give that is of value to all

classes of the community. There can of course be no question of the intrinsic value of what we have to offer. The records of the experiences, the beliefs, the accumulated wisdom, the hopes and fancies, the achievements of mankind of yesterday and of today surely have something of worth in themselves. But even articles of great intrinsic value are not always valuable to every individual under every condition; under certain conditions they may be negatively worthless or even positively injurious. The question, therefore, is not the intrinsic value of our material but its value to the man whom we are trying to reach.

This means that we must take the broadest possible view of our work. We cannot satisfy the varied interests of a community by offering a standard quantity of standard material of standard quality. We must "make the punishment fit the crime." The public has come to have a nice discrimination even in breakfast foods. Nor can we always serve articles in their original packages. We must be ready with our teaspoonful of broth as well as our pound of beef. Sometimes our prescriptions must even be of the predigested variety. Are we always ready to do this—or if we are ready to respond to an insistent demand for this simple service do we cultivate this humble field as diligently as the more attractive professional fields? Do we recognize that the teaspoonful of gruel may be more necessary than the pound of steak? Are we really anxious to make the library popular?

Certainly our conception of our work must be broad enough to enable the library to fill its proper place in democracy. That is not only advisable as a means of reaching all classes of the community—it is also plain duty. We are at the beginning of a new order of things. The people are in the saddle and they are leaving the beaten trails. New relations must be established between capital and labor, between employer and employed, between government and the governed. Conflicting opinions and clashing interests must be reconciled if order is to come from the present unrest. Many students

of government believe that a clearing house of ideas and opinions must be established if orderly democracy is to survive. In this great work of informing and educating the community, in this readjustment of old ideas to meet new conditions, in helping the individual to find his place in the new order, the library should play some part. Granted that this seems an ambitious program to undertake under present conditions it still remains true that the library has many qualifications for the role. It is a public institution, free from religious prejudices and class interests. It has the material resources and the trained workers. It is a welfare organization that belongs to the whole community. I am absolutely convinced that in this service we have a great opportunity—an opportunity to make the library a truly vital force in the community, to make it in fact the people's university. Have we the vision and the courage and the initiative to take advantage of this opportunity?

A few weeks ago without warning I asked fifteen of my staff holding executive positions, most of whom had long experience, to state in not more than 25 words their conception of the function of the public library. They were allowed less than five minutes for what they laughingly called "the examination." These definitions all breathed the spirit of service but in breadth and in depth they varied greatly. One of them so aptly expresses the point I am trying to make that I shall quote it. It read, "The function of the public library is to supplement every interest of the community with literary materials and related literary materials and to provide means and methods of contact." That is the broad conception we must take of our work if we are to reach all classes of the community. That conception makes library work a real job.

There is a third essential for reaching all classes of the community. We must not only know and be a part of all the interests of the community, we must not only have something to give of value to all classes of the community, we must also let all classes of the community *know*

that we have something to give them. We all recognize the importance of this principle in the abstract but, speaking for one library at least, we do not carry it into very effective execution. If you have any doubts as to the ignorance of the public upon the service offered by the library ask the man in the street what he thinks is the function of the public library. You will find a tremendous gap between your conception as a librarian and his conception as one of your prospects. And that is one of the chief reasons why the library is not giving its full service to the community. We sit in our strongholds behind a barricade of books waiting patiently—too patiently—for a call upon our services when I venture to say not 50% of our people know that we have anything to offer them beyond the loan of a book they do not particularly crave.

Is our duty done when we meet the demand that is thrust upon us? Are we to sit with folded hands and wait for more demands? That is not the American way. The American doughboy did not sit in his trench and wait for the attack, reasonably safe but perfectly harmless. He *sought* the Hun. He went over the top and left the safety of his trenches behind him. Isn't it time for the American public library to go over the top of the books and put the no-library land of today behind the trenches of tomorrow? Let us make some new library territory. Let us let the public see at short range what we have for them.

We need aggressiveness. We need no longer tell the public there is a public library but we do need to tell him just what that public library can *do* for *him*. And that message should not be held till he calls for it at the library. It should go to him at his home, at his club, at his place of business. It should be a personal message brought in person whenever possible; it should be a definite message of help, not a general exhortation to use the public library; it should be put in plain English, not couched in library jargon. Still more important, the message should come not from the director or heads of departments alone, but from every member of the staff. And our

staffs must be organized as carefully to accomplish results in this direction as in other departments of library work. We must make it our business.

Greater activity by the library in the community and community affairs, something to give of value to all classes of the community, aggressiveness in getting to the community a definite message of specific service—these seem to me three essential conditions for reaching all classes of the community. They are general principles, of course, and not a specific formula. You have heard of them all many times before, but that does not detract from their importance. At any rate they are three prominent articles of my creed as a pseudo-librarian. How shall they be accomplished? I am sure of two facts. They cannot be accomplished by one grand push or the sounding of a trumpet. We may walk round about the walls of Jericho seven times—indeed in some cases we probably have already done so—and it won't do any harm to blow the trumpet—but I'm afraid the walls will still have to be scaled. I am equally convinced, however, that there is not one person present who does not know of promising points of attack on the Jericho that stands in the way of his library. On the contrary, the very multitude of opportunities is itself confusing. We hardly know where to strike first. Then, too, we have friends within the walls.

If you ask me what we have done in Pittsburgh, I shall have to answer practically nothing—we have but scratched the surface—but we have made a beginning; and while it is still only the substance of things hoped for, the evidence of things not seen, I have such a firm belief in the future of library work, I have such confidence in the ability of the workers, that I know in time the things hoped for will be accomplished and the things not seen will be tangible realities.

Beginning with No. 14, *Library News* will be reproduced from copy by the mimeograph. Requests for this bulletin should be to the Engineer School Library at Washington Barracks, D. C.

## Periodicals Useful in the Children's Rooms\*

Anna Jackson, children's librarian, Public library, Toronto

In discussing the question of what periodicals are useful in our children's rooms, it might be well at the outset to define just what is a good juvenile magazine. In most cases, we can apply the same test to the magazine as to the book. Has it literary value and does it tend to develop a taste for good and wholesome reading, does it deal with boy and girl interests, does it interest them in any way in present day people and events, is it written in such a way that boys and girls can understand it? If a periodical measures up to these requirements it is worth being considered in making a selection of magazines for use in our children's rooms.

Unfortunately, there are a number of periodicals published for boys and girls which fall far short of this standard. They range from the thoroly bad to the mediocre type. Therefore, in the first place, I shall deal with the subject from the negative standpoint, what ought not to be included in our selection of magazines for the children's rooms in the library.

At the very foot of the ladder comes *Chums*. If there be any children's librarian, who, not familiar with the character of this undesirable, gives it house-room in her library, I most earnestly entreat her to become better acquainted, and I am sure *Chums* will encounter the same fate that it met here; expulsion from the children's room "for always and always and always." The paper and print of the magazine is atrocious, with subject matter to correspond. It includes nothing but fiction and that of the most wildly sensational nature. If we are anxious to develop in our boys a desire for the yellow dime-novel type of literature, let us by all means give them *Chums*.

Another class of undesirable magazines is that of the indifferent type which has

neither demerits nor merits. These, of course, are not worthy of the condemnation accorded to *Chums*, but being of no particular use to us, they must necessarily be ranked with the useless ones, and as such discarded. *The American Boy* is one of these. Not only is it of mediocre standard, but is strongly American in sentiment. Do not take this for narrow-minded disapproval of things American, but we are anxious to make of our boys and girls Canadians, and where the reading matter produced across the border is so rabidly American as to be a hindrance in the work of making good Canadian citizens, we ought not to make use of it in our libraries. Another magazine of this same mediocre type is *The Scout*. This is published by the Boy Scouts of America organization for the purpose of supplying reading for boy scouts along the lines of the movement. Such a paper might be made of very considerable value, but thus far at least, *The Scout* has fallen somewhat short of its aims, and can scarcely be considered among our more approved magazines. Quite different from *The American Boy* and *The Scout*, but of no greater value in the children's room is *The Girl's Own*, now published under the joint title of *Woman's Magazine and the Girl's Own*. Fiction, fashions and articles on matters supposedly of interest to woman make up the magazine. The stories are almost without exception, love stories, with pictures to correspond, just the kind of thing to develop a sickly sentimentality in the growing girl. *The Love Affairs of Pixie*, *The Melting of Mollie*, *The Jilt*, are suggestive titles. Here are the headings of a few of the articles: "Helping the girl who is fond of dress," "The etiquette of dining out," "When a woman is at her best," "When we considered the income problem" and so on. For women of a certain type this may be all very well; the magazine does contain sometimes a grain or so of sense, tho it is hard to find in the stacks and

\*Read before Ontario library association in 1917 meeting.



stacks of straw. We do not want it in the children's room.

Magazines for little children form still another class of periodicals quite useless to us. There are a number of these published, *Little Folks*, *The Infant's Magazine*, *The Children's Friend* and others. For the most part, they contain rhymes, pictures and simple stories, all of which are adequately supplied by the ordinary picture books. A new magazine which we tried out in one of our children's rooms, is *Something to do*. It is recommended by the editor for such mischief-makers, as a young "troglydite" named Lawrence

Who shut the old cat in the range;  
She was nearly baked to death  
He soused the kitten in the milk  
Until she lost her breath  
He stuck the hearth-broom in the fire  
And when 'twas all aflame  
Processioned through the parlor  
Shouting Woodrow Wilson's name.

For turning the misdirected energies of such untamed spirits (and we meet them daily in the library) into proper channels, the magazine supplies something to look at, something to look for, something to color, to copy, to weave, to cut and paste, to write about, grow, illustrate, draw, read, learn by heart, something for fun and something for Sunday. Surely the range is broad enough, but somehow, the charm does not work, not in the library at any rate. It is merely something more to turn the pages of; so we have come to the conclusion that it is of no more use in the children's room than other magazines for little children.

There are, then, magazines of various kinds published for children which have no place in our children's rooms. In the first place, there are those after the style of *Chums*, which are positively harmful; then there are those of the mediocre type such as *The American Boy*, *The Scout* and *The Girl's Own*, which are not absolutely bad but are of no special use to us; and lastly there are those which we do not need because we have books that better take their place. So much, then, for the negative side of the question.

Fortunately there are published a number of periodicals that are of real value to us in our work with boys and girls. The first I would mention is *The Youth's Companion*, somewhat more popular in the days of our fathers and mothers than with us. A great part of this paper is devoted to fiction which is as a rule fairly good, some of our quite approved juvenile writers contributing to it; and the stories are for both boys and girls. In addition to the stories a few articles appear in each number, but the range of subject is very limited; one page is given over to current events and about the same space is devoted to little moral talks with boys and girls. In fact the one objection to the *Youth's Companion* is, that lately it seems to be degenerating somewhat into the Sunday School paper type. But taking it all around, it is wholesome and quite worth being considered in making a selection of periodicals for the children's room.

Different in style but of more value to us I think, is *The Boy's Own*. This paper was popular with boys a generation back and still continues to be so. Lately about 30 *Boy's Own Annuals* came through to one of our children's rooms. About a quarter to four they were put on the shelves and within half an hour those shelves were empty. Since then I do not think that more than two have ever been on the shelf at one time, and I have known a boy stay in the room from three o'clock till six in the hope of getting one before the day was out. It is popular because it practically covers all a boy's interests in its range of subject. The stories are of the kind which we are continually asked for, stories of school-life and adventure; and though some of the latter are of the blood-and-thunder type, compared with specimens from *Chums* they are mild. It must be admitted that a good deal of the fiction in *The Boy's Own* is of very indifferent merit; the names of Gordon Stables and Manville Fenn on its list of contributing authors would ensure that. But on the other hand, some of our best English writers of boys' stories such as Brereton, Jeans, Finemore, Gilson and others have written for

it. Just at present a serial story on the war, by Gilson, is appearing. Out-of-door sports, indoor amusements, pets and hobbies, practical science, the army and navy, the war and many other topics of interest come in for their share of treatment. *The Boy's Own* has the additional merit that it is thoroughly British. On the whole it is the best general magazine for boys that we can put into the library.

Another publication which comes to us from England is *My Magazine*. This monthly is like no other children's periodical published. It formerly went by the name of *My Children's Magazine* and is really an extension of the *Book of Knowledge*. Its aim seems to be that of embarking the child upon a course of encyclopaedic reading, so much information does it contain. But the articles are in very readable form, so that the magazine may be used both for reference work and for general reading purposes. To the range of subject there seems no limit; history, biography, nature-study, science, hygiene, travel, art, literature, poetry, all being included. Here for example are a few subjects picked out hap-hazard from some back numbers: the great wall of China, the Atlantic cable, prehistoric times in England, German militarism, wireless telegraphy, art treasures of Italy, Russia and the war, the story of Hans Christian Andersen, and so on. In each issue there is a section answering puzzling little everyday questions such as the children often ask; for instance, why the French flag has unequal stripes, why guns are fired for royalty, why the date of Easter changes, how a safety valve works and so on. Tho the articles are written for general reading and consequently the information is not set down in quite as concise and definite form as might be, we have found the whole magazine so useful for reference work that we consider it quite worth our while to index each issue, keeping the back numbers for further use and binding them every six months. For all purposes *My Magazine* is one of the most valuable of all children's periodicals.

A new magazine which first came out about a year ago is *Wohelo*. This is the

official publication of the Girl's Camp Fire organization. It deals entirely with out-of-door life, and in a community where the girls are interested in woodcraft and camp-life it is very useful. But of course it is quite valueless in a library where the girls coming to the children's room have no such interests. For instance, we first tried it out in our College St. children's room where the majority of the children are from "the ward," to whom real out-of-door life is almost wholly denied, and as a result, *Wohelo* came down from the magazine rack about twice a month. But at the Dovercourt branch where the girls are of the breezy Canadian type who have a chance to go camping and hiking, the magazine is being used with much greater success.

In addition to the magazines I have mentioned, there are a few others, not juvenile in the strict sense of the term, but which are none the less of very great value to us in our work. Two of these are *Popular Mechanics* and *The Scientific American*. To have one or other of these in the children's room, for the older boys, seems to me absolutely essential. We aim to supply the literary needs of boys up to the age of 14 or 15; and if we are going to hold these boys and keep them from looking upon the children's room as beneath their manly dignity, we must cater to their interests. To give them access to such magazines as *Popular Mechanics* and *The Scientific American* is a tremendous help in keeping our big boy readers. Naturally both of these magazines are required by the adult department and to get second copies for the children's room may seem, in the small library, an extravagance. It is quite practical, however, as the latest issue arrives for the adult department to have the previous number passed on to the children's room. Another paper we use in the same way is the *Illustrated London News*; the *Graphic* or the *Sphere*, of course, serve equally well.

But whatever magazines we may or may not have, no children's room can be quite complete without its monthly copy of *St. Nicholas*. This has been the

most successful of all juvenile magazines from the time of its first publication in 1873. To study the development of the *St. Nicholas*, is practically to study the growth of children's literature. I spent a very interesting hour or two, some time ago, looking over some of the early volumes of *St. Nicholas*. I found that almost all of our really good writers for children of the past fifty years have contributed to it. In the very first volume there appears a short story by Thomas Bailey Aldrich, a couple of Louisa Alcott's early stories, and in serial form "Being a boy" by Charles Dudley Warner. The names of Boyesen, Mary Mapes Dodge, Susan Coolidge, Eva March Tappan, George MacDonald, Hezekiah Butterworth of "zig zag" fame, Whittier, Palmer Cox and many others, appear some of them again and again. In 1877, Howard Pyle began to contribute stories with his own illustrations; in 1879 Frances Hodgson Burnett started to write for *St. Nicholas* and in the same volume is a story written by the well-known author of "Tom Brown" and illustrated by Kate Greenaway. A great many of our most valued books, especially those for girls, have first appeared

as serials in *St. Nicholas*, for example, Alcott's "Eight Cousins" and "Jack and Jill," Eggleston's "Hoosier Schoolboy," and Dodge's "Donald and Dorothy." I was quite interested to find that Tennyson's two dainty little poems for children, "Minnie and Winnie" and "The City Child," had been contributions to *St. Nicholas*, as had also Longfellow's "Haroun-al-Raschid."

Fortunately *St. Nicholas* has maintained its high standard of excellence down to the present. Some of the very best of our more recent juvenile books have also run thru *St. Nicholas* in serial form. Augusta Seaman's two wholesome stories "The Sapphire Signet" and "The Boarded-up House," Burnett's "Lost Prince," Abie Farwell Brown's "The Lucky Stone," Russell Bond's "With the Men Who Do Things," and Paine's "Boy's Life of Mark Twain" are just a few examples. In addition to the stories there are always articles on science, out-of-door sports, biography and things of present-day interest to both boys and girls. The illustrations are of the best, such artists as Arthur Rackham and Fanny Cory frequently doing work for the magazine.

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## Over the Loan Desk

Rachel Agg, assistant, Public library, Evansville, Ind.

To most librarians in public libraries the direct work with the public at the loan desk is the most satisfying phase of all library work. The ordering, classifying, and cataloging of new books, the keeping of records, the preparation of reading lists, and publicity work are all necessary and important, and require the librarian's best thought and effort. These processes are all means to this end—making good books easily accessible to the people on the other side of the desk. The intimate contact with all kinds of individuals at the loan desk in their wide variety of personality, desires, and needs, is a benefit to the attendant herself, and it is important that each member of the

staff has some desk periods each week. It will help each one in her own particular work.

The public whom we serve and who support the library financially judge the library not only by the statistics of circulation, reading-room attendance and of other library use, but also by the impressions received at each visit to the library. The patron who meets with unflinching understanding of his wants, and a friendly efficiency in supplying them, carries away a favorable impression of the institution to which he contributes.

Desk attendants should be pleasing in appearance, neat and simple in dress. They should be cordial and approachable,

quickly responsive to the entrance of a patron. They learn to recognize the timid one and how to make him feel at ease, when to proffer help and when to leave the patron free to browse. "Pick-up work" at the desk should be of a sort which is not too absorbing, so that the librarian will not appear too busy to answer questions.

In order that the public may be most capably served and that the desk machinery may move smoothly, physical and mental strain should be eliminated as far as it is possible. The charging desk should be one at which the attendant can sit to stamp books, with trays conveniently arranged and with the telephone within easy reach. If the desk work is heavy and the number of persons on the staff makes it possible, the loan desk work should be alternated with other work of a less fatiguing nature. During the busiest hours it is best to have one assistant doing floor work while the other charges, and to let these two alternate. In the small town library however, one person has to do most of all of the work and there is little or no opportunity for division of labor.

When a patron asks for reference material which will require much searching, it is well to give him an encyclopedia or other obvious material at once, so that he may not lose time or grow impatient.

The key to many of the little irritations and perplexities that face the desk attendant is, "Use your judgment." Some situations cannot be covered by hard and fast rules, but other problems recur so frequently that decisions can be made regarding them. The question as to how to maintain "an atmosphere of perfect quiet" as the sign used to read, is one which attendants can secure largely by setting an example. If the desk attendant talks in a low tone herself, moves quietly and works quietly, there is a satisfactory reaction on the public. If assistants chatter behind the desk, the public cannot be expected to refrain from conversation.

In receiving overdue books, assistants should not be disagreeable to patrons, but should emphasize whenever possible

the expense to the library for post-cards and messenger service for overdue books, and the ethical phase of keeping the book from others who want it. Patrons can be reminded of the arrangement for renewing books by telephone or post-card. When a child registers, the importance of returning books on time may be impressed on him.

When children return books without presenting their readers' cards, they should be sent home for them. But when grown people fail to present their cards, it may perhaps be better to write a temporary receipt slip to file in the readers' card file, with borrower's name and number, the date of issue and date of return of book. At the same time the borrower may be tactfully reminded that when the attendant stamps the date returned on his reader's card, she receipts his return of the book and that it is therefore safer to bring his card with his book.

There sometimes arises in the one-room library the problem of keeping the older children from the adult shelves and from books for which they are not yet ready. The solution of this question is to have an adequate supply of books for children at this stage of development and to know the books well and be ready with suggestions. In dealing with children it is best not to be too didactic or dictatorial, as they should be made to feel at ease and unhindered at the library.

There are among the people who come to the public library for books a few difficult ones—the person who doesn't know what she wants, the grouchy patron, the one who has "read everything." These can best be met by the attendant who knows her book stock well and is ready with suggestions.

A little visiting over the desk, when the work is not too heavy, is an aid in holding borrowers and securing new patrons. Assistants may ask about the other members of the family; about the patron's work; how he liked his last book; whether he has read this or that new book, and suggest that he take application blanks for his friends.

Those at the loan desk have a great opportunity and responsibility with

regard to the standard of reading of the community. Librarians should supply the best books published, and then at the loan desk these books should be pushed as a merchant pushes his wares. Many depend upon the librarian entirely to choose their books, and assistants must know the books themselves and know which one is the best if they are to get the best ones read. Few librarians have time to read all they wish, but it is possible to learn to read quickly, and a hasty skimming of many of the new books may be supplemented by reading the better reviews.

The librarian of one of the libraries which contributes a monthly list of the six most popular books of fiction and a list of the six most popular non-fiction books to *The Bookman* showed the month's selection to a reporter. He said

"But why Wells' Joan and Peter?" She explained that the demand for the book was largely from teachers and others to whom the branch librarians and assistants had mentioned the book. Members of the staff had read the book and liked it, and could comment on it appreciatively and intelligently to patrons at the desk.

There is much that libraries can do to make their communities better. Public health can be improved if the best books on hygiene are pushed at the desk. Better homes may result from the efforts made at the public library to show to women patrons books on domestic science and the care of children. Librarians may make life richer and happier for hundreds of people by knowing the people and knowing the books. The library is then a real social agent.

## In the Letter Box

### Municipal Civil Service in Libraries

Editor, PUBLIC LIBRARIES:

I liked what October PUBLIC LIBRARIES said about civil service in libraries. It certainly hampers this library and does not prohibit the political and personal pull.

It may be observed in relation to another library that when civil service becomes such a mechanical system that a 70-year-old woman is certified for the position of page, the system becomes a blind thing upheld as an end in itself and a fair example of what a civil service system should not do. While many librarians may be peaceful individuals willing to put up with awkward state constitutions and bad city charters; to work with hampering city officials as best they may, there comes a time when even those who are least fond of conflict will turn and defend themselves. A controversy is sometimes the best thing to clarify a situation.

Civil service as it is generally carried on today by its supporters, from William Dudley Foulke down, is a farce of a kind

that gives radicals ground to disbelieve the claims of present democracy.

CHICAGO LIBRARIAN.

### Divisional Histories

To the Editor, PUBLIC LIBRARIES:

Replying to the inquiry in your issue for October from the Oregon state library, I give below data concerning two divisional histories of which we have copies.

I happen to know also that there is in print a history of the 27th division (New York) but I do not have here bibliographical data concerning it. Inquiry to the camp librarians would of course reveal, doubtless, a practically complete list of such histories.

Very truly yours,

JOHN B. KAISER.

Henderson, Alice Palmer—The 91st, the first at Camp Lewis, published by John C. Barr, 924 Commerce Street, Tacoma, Washington, \$5. 510 pages.

Official history of the 13th division. Tacoma 1918-1919, 40 pages, published by Robert W. Hulbert, 75c (o. p.)

Illustrated history of the 13th field artillery. Tacoma, 1918, 56 pages, published by Robert W. Hulbert, 75c.



## Public Health Service

October 18, 1919.

To the Editor:

May I take exception to the statement of M. C. on page 298 of PUBLIC LIBRARIES for October that "the United States Public Health Service exists solely for the purpose of giving to every man honorably discharged . . . who has some physical disability, the medical, surgical and hospital care necessary to free him from his disability and restore his health."

This is but a small part of the work of the Public Health Service which, tho almost unknown to the general public (as was the Marine Corps before the late war), is one of the oldest of the government services. Its work includes practically everything in connection with the public health, such as epidemics, quarantine, etc., and its reports may be found in any depository library. It has been well defined as the "medical department of the government." For further information see p. 144 of the *American Year Book* for 1917 and references in volumes 3 and 4 of the *Reader's Guide*.

N. H.

## Critical French Journals

## PUBLIC LIBRARIES:

Now that the war is over and European communication will be easy, it is pleasant to receive proofs of the continued activity of the Abbe Louis Bethleem. Many of the members of the association who were present at the Ottawa meeting may recall my reading a paper there on Current bibliographies, in which I recommended the works *Livres a lire* and *Livres a conscrire* by the Abbe Bethleem, together with the periodical *Romans Revue-Revue des Lectures* which brings up to date these useful criticisms of French literature.

This letter is suggested by the receipt of Numbers 8 and 9 for August and September, 1919, which follow No. 7 of July 15, 1914. The cost of this valuable guide is only 18 frs. a year. It

can easily be purchased through the foreign book-sellers in Boston and New York.

Yours truly,

WILLIAM BEER,  
Librarian.

Howard memorial library, New Orleans, La.

## A Different Work

In reply to a question from Robert K. Shaw of Worcester, Mass., addressed to the publishers of the American medical biography, in regard to the difference between the proposed new biography, and the two-volume work entitled *Cyclopedia of American medical biography* by Kelley, the publishers answered as follows:

The American medical biography, which we are now preparing, is an entirely different work from the cyclopedia published seven years ago. The former will contain about 1800 biographies of which only 700 have been taken from the old book, and these have all been revised and in many cases, rewritten.

The new book will not be called the *Cyclopedia of American biography*.

THE NORMAN REMINGTON CO.

## Afterwards

If we should feel disposed to question the book service rendered by the A. L. A. during the war, we can be assured of the value of such service by remembering the words of Commander Mayo at the Asbury Park meeting. (P. L., 24:261.) He said:

First, the co-operation which exists between the A. L. A. and the Morale division must continue always—eternally. Second, we ask you to salvage every book you can from your present service for the Navy and Marine Corps. Third, we ask you to advise us as to the procuring of books with navy funds—how to get them and from whom to get them. We buy in such large quantities that your expert advice is essential. Fourth, we ask you to help us in the selection of these books, to continue your study of books for the Navy in the light of your rich experience of the past two years. Fifth, we ask you to help us in standardizing the practice of the libraries within

the ships and stations in matters of classification, arrangement and circulation. Sixth and last, we ask you to appoint at least one or two men to be in Washington whose sole duty it will be to advise and assist us in making the library a very live and vital force in the morale of the Navy.

PATIENCE.

### A. Suggestion

In many cities and counties throughout the country, local war histories are being published. Many of them include, in addition to photographs and sketches of men who were killed or wounded in the service or who won distinction, the work of local agencies and individuals in support of Liberty Loan campaigns, army welfare work, and the like.

In any publication of this sort, the work done by the local public library in support of the Library War Service surely deserves to be included. The collecting of gift books was a very real service to the fighting forces. In many cases it was inconspicuously and quietly done, but it is the more worthy of mention on that account. All organizations and agencies which helped to contribute to the success of this work in any community should receive full credit.

All other war work of the public library, such as co-operation with the U. S. food administration in spreading information about food conservation, is deserving of a place in any war work record.

LIBRARY WAR SERVICE,  
American Library Association.

### Exchange of Documents Proposed

The Texas state library has just finished arranging an accumulation of many years of Texas state documents. These documents are now available for distribution to any library that desires to have them on an exchange basis. It is, therefore, suggested that libraries having gaps in their state document files which they wish to have filled, send in a want list to Miss Elizabeth H. West, state librarian, who will be glad to supply them so far

as possible. Especially important among the more recent publications of the set available for exchange are the secret journals of the Senate of the Republic of Texas, edited by Ernest W. Winkler and published as a part of the first biennial report of the Texas library and historical commission.

ELIZABETH H. WEST,

### Not Well Known

A number of librarians have written in to ask about the Library Company, Evanston, which is soliciting business from libraries. An effort has been made to get in touch with this firm, but as yet nothing has been learned definitely of its whereabouts or its preparedness to take orders from libraries.

In the midst of the religious freedom of today, with its complete separation of church and state, one is prone to forget that such liberty did not always exist; that even in this new land the spirit of religious bigotry went hand in hand with the spirit of political independence, and that in nearly all the colonies the forces of the state were pledged to the support of a particular creed. The story of the life of Roger Williams (Judson) serves as a needed reminder that only by a martial spirit is an ideal attained, and that to the banished Roger Williams this country owes its first experience of a settlement, one politically, utterly diverse in religious matters; a settlement where Jew and Gentile, Protestant and Catholic lived together under purely democratic rule, paying only the attention of heated debate to the varying religious opinions. If there is a tendency to see all salvation as springing from a Baptist root, it is easily pardoned, in view of the immense debt the world owes to that church as represented by Roger Williams for its early toleration of others' opinions and its sturdy maintenance of religious liberty. This little volume gives also a most interesting story of the manners and customs of that far-away day.

GERTRUDE P. DINGEE.

Monthly—Except August  
and September.

## Public Libraries

M. E. Ahern, Editor

6 No. Michigan Avenue  
Chicago, Illinois

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Subscription - - - - -	\$2 a year	Current single number - - - -	25 cents
Five copies to one library - - -	\$8 a year	Foreign subscriptions - - - -	\$2.25 a year

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When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

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Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

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### Children's Book Week

This number of PUBLIC LIBRARIES is used to emphasize children's week. The object of this is to improve the quality of the books the children read. The value of this in relation to the children need not be emphasized to librarians. It is not more books for children, but better books, particularly better books for personal ownership, and for larger ownership among children themselves.

Read what the experts working with and for children say about the matter.

Read what the publishers and book-sellers have to say in this number about their offerings. Write to the former what you think of the books they offer and make suggestions that will give them the help they need in their effort to meet the needs and pleasure of their customers

and at the same time, to make a living out of their efforts in that direction. Tell them to reprint good things rather than to print new mediocrity. Read their offerings in the advertising pages herein and accept them in good faith till they are found untrustworthy—then tell them so and moreover, tell the managing editor of PUBLIC LIBRARIES so and the matter will be given prompt attention. Last month a desirable advertising contract so far as monetary value went, was cancelled because objection was made to the books included in the copy. That policy followed by libraries and publishers will bring a better class of books and readers and consequently—better business in the end.

“Do your part” in children's week!

### The Resignation of Miss Emma V. Baldwin

Those who have come in contact with Miss Emma V. Baldwin of Brooklyn in the development of library service for the past 20 years will hear with regret that she has withdrawn from library work. Few women in library circles have so clear a grasp of the practical side of business affairs and none a clearer or more far-reaching vision of the scope of public libraries and the extent to which they may be made to serve the public. It is not unfair to anyone else to say that much

of the good work which has come out of Brooklyn public library is largely due to the wise counsel, clear vision and efficient service which Miss Baldwin has rendered in the years of her connection with that institution. Many will join in the wish that no distant future may see Miss Baldwin's return to the ranks of library service, but whether it does or not, she has made a permanent place for herself in the esteem and regard of those with whom she has come in contact as co-workers.

### An Enlarged Program

Comment on the proposed enlarged activity is asked. Some things suggest themselves anew, especially now since war-time emergency has disappeared.

Here are a few thoughts that occur at the end of a busy day. Perhaps if one started out to discuss the situation early in the morning, others might appear.

The first part of the program calls for no special comment beyond endorsement of the most of it. It is a plan for disposing of the remaining duties in the library war service. The second part of the program is not altogether new. It emphasizes anew some of the things that A. L. A. has professed to do for many years, but which have not been as well done as they might have been. The things stressed are the same things that were largely the cause of the opening of headquarters in the first place. Library extension and help in undeveloped fields; the information and education that will also extend library service; the old question of the work of the Publishing Board and bibliographic aids; institutional libraries; affiliation and all the others, only two new proposals among all of them, certification and Americanization. All of these things have been subjects for more attention at any time the last ten years.

To name one, the executive offices known as the A. L. A. headquarters have been handicapped and limited by the progress of their activity. The printed material for the A. L. A. has held out that at the A. L. A. headquarters all sorts of help might be received, and hardly a library in the country of any standing has been as parsimoniously, as inadequately, and as unwisely administered by its trustees as has the A. L. A. headquarters. It has never been sufficiently staffed to care for the work that might have been centered there. One executive and two regular clerks of unquestioned ability work to the limit of the last ounce of endurance to get out things that

force themselves for attention. There has been no means to care for the thousand and one things that have asked to get in, but which have been turned down or been unrecognized because of the burden of the everyday grind necessary to keep the machinery going with the inadequate help at hand. For the past two years the executive secretary has been driven as no good business ought to have allowed him to be, even in wartime, in his unselfish, untiring, self-spent effort to meet the regular demands of the A. L. A. service and to carry the prodigious labor laid down by the Library War Service committee. Despite important matters in Chicago, demanding attention every day, he was taken away and no one put in his place. One is almost tempted to say that a distinct effort was made to let the A. L. A. headquarters in Chicago bleed to death, at least a colossal indifference to it was manifest while the secretary's time was taken up in Washington headquarters with duties that were largely clerical, simply to aid other clerks, and pitifully paid for in comparison with the amount of money that was spent for other things. The work of the A. L. A. secretary at war headquarters, while necessary, and in a large measure important, was not such that it could not have been cared for by a competent individual less necessary to the welfare of the general library circles, and at a salary much less, though much more honestly earned than the sums that were paid out for the so-called publicity directors that were sent over the country at the time of collecting funds with which to carry on the work. The A. L. A. headquarters have not been accorded the consideration, they have not been given the dignity, the effectiveness, the power which it was intended by those who made the effort to have them inaugurated, that they should have. This implies no criticism on the secretary and his clerks, who have nearly succumbed to the demand to make bricks

without straw, nor is the consequent inadequacy of the headquarters' efforts to be laid at their door, but rather to the shortsightedness if nothing more, of those who have had it in their power to conduct the headquarters affairs in a far more effective and extensive fashion than has been done.

As to some of the things that might have been more strongly emphasized and were not, may be mentioned salaries, civil service, scarcity of workers and labor union affiliation.

The National educational association with its enormous membership as compared to the A. L. A. membership, has had a committee made up of men in positions of the highest responsibility in the teaching force, seeking out bases for the consideration of teachers' salaries for some time, but particularly for the past two years. The cost of material living, the cost of professional advancement, the cost of intellectual living, has been taken into consideration from time to time; the quality of the investigation has been taken into consideration from time to time; the results of investigation have been spread broadcast thru the public press, thru the educational profession, thru the various organizations connected with the profession of teaching, and thru organizations of municipal authorities. At the same time, the N. E. A. has passed most emphatic resolutions relative to the subject of teachers' salaries at its regular and special meetings. Some of this influence has washed over into library lines in many localities. How has it affected the A.L.A.? The A.L.A. authorities issued at the close of the Asbury Park meeting in 1919, a conventional set of resolutions. What else has ever been done in the matter is not of general knowledge.

When it was suggested that a copy of these resolutions be sent immediately to every library board in the country, an officer answered that the librarians should see to it that it reached the library authorities! There is vision!

The American Federation of Labor, realizing the necessity not only for closer formation of the units interested in what is termed industrial activities, but also realizing the power of numbers, is reaching out to bring within its circles all classes of persons who sell the product either of brawn or brain. The persons charged with carrying out those purposes naturally are not averse to receiving anybody who works and for any reason applies for membership. There is no criticism of their purpose or their plan of carrying it out. The term "right and proper," may be applied to them.

But what can be said of a great organization whose members are engaged not in production for profit, but in public service, and public service of a very special character, when a considerable number of its membership comes up with a proposition to join hands with the labor union in an attempt to better their positions, and yet that large body has nothing further to offer in the matter than either impatience that the idea should have taken root, or ridicule of the earnestness of those who see in labor unions the only avenue thru which their remuneration can be made adequate to the necessities of daily life. A wise man once said, "In a multitude of counsellors there is wisdom." On occasion, one feels like adding "sometimes," when an organization that attempts to speak for its membership forgets to promulgate and emphasize the words of another if a less great man, to the effect that "public service is a public trust."

When a political tool in the hands of incompetents who themselves are not under civil service, disintegrates the vital parts of public service, then the operation of the civil service should be condemned in no uncertain terms. When on a few occasions the zealous without knowledge have proposed civil service for formal educational work, the wrongness of it has been pointed out so forcibly and so clearly by those competent to speak as to con-



vince the honest seeker of the error of his ways and confound the insincere in their attempt to bolster up their incompetence with the strength of its purpose.

Where, in the history of the A. L. A. have we found more than a passing wave of interest? As to the inappropriateness of political civil service in library work, the records show but one or at the most two instances where spasmodic interest of the library circles affected results, and then only because local conditions were ripe to check its passage rather than the an edict of the organized authority of library workers.

For years the progress and development of library service has in a measure been the enemy of the cause. There has never since the beginning of the modern library movement been an ample supply of trained persons to conduct and administer the results of the growth of the library movement. The American Library Institute on one occasion undertook to speak plainly as to the necessity of more and better material for college librarians. The contributions of the A. L. A. toward even that end consisted largely in ridicule of the effort. There has been for years a constant query as to why a better class of scholarly persons did not enter the library field for a calling. Few have had the courage to give what is undoubtedly the correct answer, when there was an emergency.

One of the things planned in 1908 for the new Headquarters to undertake was to attract more college graduates to library work. Another was to offer a confidential clearing house for those wishing to change positions. Neither time nor place has been allowed for them.

Other points might be raised if there were time and if there were any large degree of certainty that such a campaign for funds as is proposed were imminent. To name a few—Duplication of effort, where already there is a superabundance of machinery and no desire for outside help. Where is the increased assistance to be found? War work succeeded largely because regular work was set aside and the sol-

diers helped in the camp libraries.

It is pretty definitely understood that all plans to carry on the new program from New York have been made. One hardly expected anything else with Dr Hill and Mr Dana in places of power. That they were opposed to the Chicago move when it was made was too plainly stated then to be soon forgotten. They have no new reason to put forward now for A. L. A. headquarters in New York, neither may they with truth, quite so strongly affirm that New York is the book center of the U. S.

The action of the Executive Board in appointing Directors with stated salaries would seem to indicate a decision even tho the program is called tentative.

The A. L. A. is not a welfare organization, and in the nature of its make-up cannot be. Its duty is first to its own members and to the rest of the world afterwards. An enlarged program is needed, but why not take more time to put it into effect and tell those who are expected to furnish the means all that is in the program? "Open covenants" have an allurements of their own.

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### National Library Service

The appreciation of the contents of public documents on the part of most libraries has long been in advance of their availability for general use. This has been a stimulant in many ways. The conferences of librarians held from time to time have insisted in the strongest fashion that the documents be made more accessible, that information regarding them be more frequently and thoroughly disseminated, with the result that there has been a slowly rising tide of care used both in preparation and distribution and consequently larger appreciation of the results of investigation that are published by the multitude of government departments.

Perhaps it is not putting it too strongly to say that the best medium of assistance in making more available this government information for those who need it most, is lately under way.

This last effort takes the form of a monthly bulletin, *National Library Service*, issued by the Bureau of Education, forming each month a sort of clearing house for information concerning what the various departments of the United States government have to offer in the way of reports, monographs and bulletins, presented in an expository style which makes a direct appeal to those interested in the various subjects. Annotated lists appeal strongly to the expert but the ordinary user of printed material requires different approach in order to get the benefit of what is presented. This is exceedingly well done in *National Library Service*. Each number deals mainly with one department. For instance, *Bulletin No. 6* just issued deals with the printed matter of the department of the treasury in its various bureaus. Each bulletin contains a direct address from the head of the department treated in that number. *Bulletin No. 6* opens with a letter from Mr Carter Glass, secretary of the treasury, setting forth the subjects treated and pointing out how and why these subjects are of interest to the more than twenty million citizens who are interested in the securities of their government. Some of the topics dealt with are customs, internal revenue, currency, loans, secret service, mint, coast guard, engraving and printing, public health, war risks, etc., etc., etc. Definite information on all these topics is set out.

Lists of printed material that are available for library use, news notes, short bits of information relating to other departments than the Treasury closes a most valuable and what is equally important, a most interesting publication. Every library in the country should get in touch and secure for its users these bulletins and call attention by means of bulletin boards, newspaper notices, announcements and the like, their availability and value for the better information of even the smallest community.

### The Chicago Book Fair

The week of October 13-18 marked an epoch in book distribution that is fairly unique in the history of book selling at least. The idea back of it was primarily commercial, that is the very efficient, wide awake and charming young woman in charge of the Field book store in Chicago, Miss Marcella Burns, had the feeling that the book publishers were unaware of the great field for the appreciation and sale of good books and fine bindings, beautiful and appropriate illustrations, and the appreciation of what is rightly termed literature that exists in the country west of the Alleghany mountains. So she conceived the notion of conducting in Chicago a Book Fair as an opportunity for the publishers as well as book buyers, by which they might obtain an adequate and correct view of the situation which both are too much given to handling by long-distance methods. Miss Burns felt that this idea, correctly carried out, would at the same time give to the book sellers in the middle-West a chance to see at first hand what the publishers had to offer at this time. It would give book lovers, book choosers, book buyers an equal opportunity to weigh and measure the products of the various publishing houses comparatively.

The result was that on the third floor of the Randolph Street side of the Marshall Field building, there was collected such an array of printed material as probably has not been seen outside of great expositions and certainly not as an occasion of book selling in the history of the country. The Marshall Field Company bore the expense of the affair almost entirely; the only expenditure left to the publishers being the transportation of their books and the personal expenses of those to whom their exhibits were entrusted.

Beautiful oriental rugs covered every inch of the 15,000 square feet of space given over to the fair. This space was allotted to the publishers in accordance with the size of the exhibit which they wished to present, divided off from each

other by artistic partitions, which lent themselves to decorations and exhibition purposes in the most charming way.

Undoubtedly the firms represented sent the best of their material, and certainly the most courteous and intelligent men of their firms, so that as one passed from booth to booth, there was an atmosphere of courtesy, good feeling and enthusiastic interest everywhere. The exhibit of books was most satisfactory. Each firm took advantage of the occasion to make a fairly complete exhibit of their output. Of course, the older firms had something of advantage from a historical point of view, inasmuch as they were able to show the material relating to the writers of prominence of a generation ago. Personal belongings of the Alcotts, letters, manuscripts, etc., brought back the joy of the days of "Little women," "Little men" and "Old fashioned girl", and all the others.

The quaint drawings which Thackeray used to send in his letters to friendly publishers, and to others in talking of his own writings, gave a thrill of pleasure as one came across them among finely-bound editions of his work. Kipling's characteristics bound in letters and manuscripts and pictures. Booth Tarkington, almost in the home of his family and friends, appealed especially with his whimsical letters and the various likenesses of the popular author, from the time when he was a college man, down to the latest dignified portraits. Daguerreotype, photographs, drawings, prints among the original proof sheets, corrected and uncorrected from authors, ministers, potentates, all added their interest to the exhibition. Mark Twain, Bret Harte, James Whitcomb Riley, Eugene Field, Theodore Roosevelt, Rudyard Kipling, Joseph Conrad, Algernon Charles Swinburne, Henry W. Longfellow, Nathaniel Hawthorne, Ralph Waldo Emerson, Alfred Tennyson, Carnegie and O. Henry, were all represented more or less in an intimate, personal way, that gave great pleasure to the crowds that surged through from the opening of the exhibit until the last minute that it could be seen.

The original cartoons for the Stars and Stripes had its special crowd of visitors made up from those who had read the paper in the days of stress and these constantly were bringing their friends to show the special things that had given them joys overseas.

The art of binding was beautifully displayed by handicraft of a number of famous binders, making a collection that was both rich and impressive. Beautiful translucent vellum bindings from Chivers and the bindings of the noted Chicago craftsmen, the Hertzbergs, were among the most beautiful.

The flavor of the various book shops on their native heath seemed to have followed into the booths at the book fair. A Boston man was heard to say, "I feel as if I were in Number 4 Park Street"; another, "I would know that this was Scribner's collection if the name wasn't here." It was no fault of the environment that over and over again one heard the expression from those living at a distance, "such a thing as this fair would not be possible anywhere else except in Chicago."

Librarians were especially delighted, and holidays and leaves of absence were used for a long distance around in a visit to the collection. Miss Jessie Welles, who is acting-director at present of the Wisconsin library school, stopped in casually, without knowing what she was going to see, and was so impressed with the importance as well as the beauty of the occasion that when she reached Madison she arranged that the entire library school should visit the fair in a body. This they did, and the joy which these novitiates in the temple of books experienced and expressed over the Book Fair, was an earnest of more excellence in their service when the days of their library school will have closed.

The exhibitors outside of Chicago were:

Atlantic Monthly Press, D. Appleton & Co., Barse & Hopkins, Bobbs-Merrill, Boni & Liveright, George H. Doran Company, Doubleday Page Company, Dodd Mead & Co., Grosset & Dunlap Company, Harper Brothers, Henry Holt Company, Houghton Mifflin Company, John Lane Company, Alfred A. Knopf, Little Brown Company, The Macmillan Company,

Thomas Nelson & Co., Penn Publishing Company, G. P. Putnam & Sons Co., Charles Scribner's Sons, Small Maynard Company, Frederick A. Stokes, Brace & Harcourt, Moffat Yard & Co., Robert McBride Company, Duffield & Co., Funk & Wagnalls, B. W. Huebsch, J. B. Lippincott Company, David McKay Company, G. & C. Merriam Company, Oxford University Press, Ronald Press.

### Children's Book Week

November 10-15, 1919.

A letter sent to only a few of the many good children's departments in public libraries thruout the country asking what new thing was in evidence in children's reading brought response from all but two. One did not answer at all, and the other wrote she was so busy doing things she had no time to talk about them.

The answers are here set down in the hope that they may prove helpful to those interested in the work.

EDITOR OF P. L.

#### "Keeping Indianapolis at the Front"

This is an age of action. Everybody is planning to rebuild on new foundations, to profit by the experience of the past and to start a new era, in which deed counts more than word. From everywhere comes the call to redouble effort, to push forward the campaign of progress with the same energy with which the problems of war are met. In order to build most surely, the campaign of education must begin with the children, hence great demands are being made on workers with children. To no one do these demands come with a greater responsibility than to the children's librarian.

Here in Indianapolis our local demands are great. The directors of the Chamber of Commerce have inaugurated a campaign to broaden the organization of Indianapolis for still greater things. Their slogan is "Keep Indianapolis at the front." In their message to the citizens of Indianapolis, they make an appeal for greater civic pride, for a recognition of the part Indianapolis is to have in the solution of world problems, with a view to securing merited and recognized leadership, for the developing "in the new

generation a spirit and capability to carry out these purposes."

In order to "keep Indianapolis at the front," every institution of Indianapolis must do its part to win a place in the front ranks. What can the children's department of the Public library do?

In addition to these local demands, also come the national calls. The Children's Bureau asks for library coöperation in all lines of child welfare work. The program of education in America, adopted by the National education association, plans for "a general high level of patriotic, intelligent and competent citizenship through specific training of all the children of democracy; for the Americanization of the un-Americanized elements in the United States, both native and foreign born; for the complete abolition of illiteracy; for the use of English as the universal language; for a high degree of physical and moral fitness for both the responsibilities of peace and the duties of war on the part of all our people; for an adequate and effective system of public education, both state and national, as the chief agency for the accomplishment of the above ends." What can the children's department do to help?

It is the business of the children's librarian to answer this question. This year in Indianapolis when we made our annual report we faced a decrease in circulation in the children's room at the central library. Of course there were many reasons for this decrease. We were in a process of reorganization. The books were being reclassified and recataloged. A number of volumes were not available for circulation; then there was the "flu" epidemic and the library was closed several weeks. But a decrease is a decrease. We have moved to a new central building. More money is invested in the plant; more money is expended on maintenance. The city expects greater returns for this money, and the city has a right to expect this. This is another one of our problems. We made a survey of our work. We noted the weak places. We planned how we could make them strong. This is our program for the

year to meet these many demands for greater effort.

#### *Citizenship*

(a) In order to be a good citizen, the child must become acquainted with his own city, must know her different institutions, her departments of government, her history and the citizens who have become famous. He must have a civic pride in public buildings, in the parks, in the industries and all that pertains to the life of his city. In regard to Indianapolis very little has been written along these lines, that is within the comprehension of the child. To meet this demand, we have followed John Cotton Dana's suggestion in *American City*, interviewed the Bureau of Municipal Research, stated our needs and have the promise that such articles will be written and published in the newspapers.

(b) Indianapolis centennial will be celebrated in March 1920. Library will collect everything available relating to the pioneer history of the city.

(c) Build up book collection on civics and government. Prepare a reading list, which will be sent out in the form of a school bulletin.

(d) Interview judge of Juvenile court, who has supervision of boys and girls who come under his jurisdiction. Will see that every juvenile delinquent has a library card. Will give personal direction to each child's reading. By getting these wayward children interested in good books, we hope to lay one of the foundation stones of good citizenship.

#### *Americanization*

(a) In the American child we must create an interest in foreign countries and in heroes of other lands. By reading stories with foreign settings, by fighting the battles of great wars across the sea, by knowing the leaders, by studying the manners and customs of the people, by becoming acquainted with "the twins," the "little cousins," the "schoolmates" and the "little people everywhere," a bond of kinship will be formed and the American child will not greet the little emigrant as a stranger. Thru the agency of books, we hope to banish the idea of "dago," "hunkey," "sheeny,"

"frog" and "coon," in order to make headway in Americanizing our foreign born.

(b) For our foreign child we must have American hero stories, books descriptive of our great country, her history and her progress. Stories of the men and women who have formed these American ideals and made many of them real in their own lives.

During the summer, story hours were conducted on our municipal playgrounds with a total attendance of ten thousand children, a large percent of whom were of foreign parentage, living in districts far removed from the Central library and the branches. We became acquainted with these children and they learned of the library. We shall furnish them library privileges during the winter by establishing supervised deposit stations at the settlement houses within their districts and shall conduct weekly story hours. Special attention will be given to the children at the Foreigner's House where we reach many nationalities. We have selected for them, stories that will give correct ideals of American school life, American home life, American heroes, and American sports and games. We have planned to interest them in presenting patriotic plays, for their dramatic instinct is strong. We shall urge these children to come to the library, either branch or central, and shall do everything within our power to make them welcome. We have found these foreign children to be among our most interested and eager readers.

#### *School activities*

Systematic school visiting.

Special effort to have every school child in the city a registered borrower at the public library.

Teachers of all grades beginning with the 6B, invited to bring classes to the library for special instruction on the use of the library, reference book and periodical indexes, etc. Teachers of other grades invited to bring classes to library for a visit.

Monthly bulletin issued by School libraries division of the Children's department.



Juvenile duplicate collection increased to meet demand for books sent out in school and reference libraries.

"My best book friend"—a simple survey of children's reading, by asking each child to fill out a card sent out by the public library to every school child, asking him to give the author and title of his favorite book and tell "why" in a few words, he considers this his "Best book friend." These titles will be tabulated and the result published.

By following this schedule, we hope in some way to meet some of the great issues at stake. Three months of our fiscal year have passed, and while we have only made a beginning, we are happy to report a large increase in circulation, hundreds of new borrowers, and a heavier reference use than ever before in the history of our library. We mean for the Indianapolis public library to do her part in "Keeping Indianapolis at the front."

CARRIE E. SCOTT,

Supervisor of juvenile department.

#### The St. Louis teachers room

Successful work in a children's department of a public library, whatever the general policy of organization, is largely dependent upon a cordial understanding between those working in class rooms and in children's rooms. The interdependence of teacher and librarian has never been more clearly evidenced than at this time when educational policies and methods are in the crucible, and when the "wider use of books" is being increasingly emphasized by the schools.

Whatever may contribute to a better mutual understanding of the new conditions and new problems should, then, be of value to library work with children. With this purpose in mind, the St. Louis public library is developing its work with teachers, mainly along well-tried rather than novel ways, but with the new values in mind.

A Teachers room has been opened on the ground floor of the main building in order to afford to teachers a place of their own where they may read and study comfortably and to centralize as far as may

be, all library work connected directly with schools. It is especially interesting just now to watch the greater development of this specialized service because of the recent revision of the school courses. Teachers have always come to the library, and the relationship has, perhaps, been unusually close because of the fact that the institution was, in its beginnings, a public school library. With the establishment of the room, many teachers hitherto unacquainted with what the library can offer are coming with their problems, and are, in turn, helping library assistants to learn more of the ways in which the library may be of practical service.

A small pedagogical library is found here, to which new titles of present-day interest are added from time to time, as well as pamphlet material on subjects relating to various phases of school work. Outlines of the courses of study in other cities are greatly valued by those interested in special subjects, and publications giving the modern "tests" are eagerly sought. A real effort is being made to secure material of all kinds relating to the newer methods of teaching and of organization. Part of the library's picture collection is here, also, the subjects of geography, industry, and nature study being particularly emphasized. Primary teachers borrow many story and action pictures. The collection of mounted pictures and prints on other subjects is to be found in the Art department which works in closest co-operation with the Teachers room.

In referring to the large number of public school teachers who make use of the room mention should be made of the colored teachers who are most conscientious in searching for the best illustrative material and for practical aids for their daily work. Teachers from the night schools often come, and occupational therapists find the books on handwork of interest.

The recent tentative report of the committee appointed to revise the course of study in reading in the public schools is a direct stimulus to the intelligent use of books in the classroom and for "leisure

time reading at school and at home." The committee affirms the fundamental position to be that "the primary purpose of education from the social point of view is the determination of behavior; knowledge and all the other organized forms of mental life are only of secondary importance, and even of no importance at all, unless they actually or conceivably influence behavior in some desirable way." The breadth of view of this statement is further evidenced in the reference to literature as "the most fertile source of vicarious experience in human emotions, and also of opportunity to observe human reactions under a variety of conditions and conflicts." The official recommendation included in this report that classroom libraries for all grades be borrowed from the Public library carries much weight.

The Harris teachers college, a part of the city's school system, where thorough two-year course of training is given, offers, in addition, a large number of extension courses which are also credited toward a university degree. These are given after school five days in the week and on Saturday mornings. A request last spring from Dr E. George Payne, principal of Teachers college, that the library offer to teachers instruction in the use of the library as a part of this extension work has resulted in the organization of a two-hour Saturday morning course which is being given at the library under the immediate direction of the St. Louis library school. Members of the faculty lecture on their special topics, presenting them in such a way as to be helpful to those who wish to make the best personal and professional use of the library.

The opportunity afforded to both school and library in these after-the-war days is recognized by all thoughtful persons. To give to every boy and every girl the opportunity to become intelligent, sincere and devoted citizens of America and of the world is a task too great for any one group of leaders—rather is it necessary that all shall work together with a minimum of duplication of effort.

Library work with children has re-

ceived generous recognition from librarians and school men alike. Belief in the abiding influence of the printed page, especially in growing boys and girls, has led to the development of specialized departments, and claim has been made by some that library service for children has been unduly stressed. Yet only a fraction of the children of the United States have a real chance to know the best books or to learn to use books as tools. The open bookshelf for every child will demand a far greater expenditure of money than any community has yet dreamed. The appalling shortage of expert children's librarians also arrests attention. It is clear that if this work is worth doing, it is worth doing far better than it has been done before—with greater consideration for every child who comes within our walls, and with a better grasp of the possibilities of work with teachers, who, in their turn, know best of all, characteristics of children under their care.

ALICE I. HAZELTINE,  
Supervisor of children's work.

### What is To Be Done?

(A letter to the editor)

In your letter asking me to write something on library work with children, you said "There must be some new developments in the last few years and plans for the new day in this very important work."

There is a "development" which is not new except in its appallingly rapid growth during the war years, and to check this bad development and start a growth of another sort should be the chief plan of all librarians for the new day.

I refer to the shortage of children's librarians in the United States, our recent rapid losses, and American libraries' slight efforts to train new people to fill the depleted ranks.

There can be no real library work with children without real children's librarians. A children's room in charge of a person totally uninterested in children; or of a gusher over "the little

tots" who cannot manage the big boys and girls; or of a martinet in discipline who drives the children away; or of one who has the gifts of a born mother to win and manage children but who knows so little about children's literature and child psychology that she is quite as likely to give the children mental poison as real literary food:—a children's room opening with a fine material equipment under such management may become positively harmful to a community.

We have no exact figures but it is safe to say that for the thousands of public libraries in the United States we have a very few hundred children's librarians. A few large libraries train their own children's librarians but I have never heard of one that could keep up an adequate staff. The Carnegie library school of Pittsburgh never has enough graduates to meet a fraction of the demands upon it.

Small salaries and the war are partly responsible for the present acute situation but there never has been sufficient provision for training children's librarians. General library schools cannot turn out children's librarians merely by giving lecture courses on children's literature and methods of work with children. Plenty of experience, under expert guidance, must be given to test each student's ability to apply her class-room theories successfully when she finds herself in charge of hundreds of wriggling youngsters.

I have no solution of the problem to offer but I have a few suggestions to make.

To begin with we need, as a body of American librarians, to recognize the gravity of the situation, to cease feeling complacent about what has been accomplished in the past and to look forward planning earnestly for a better future. The problem is one for the biggest people in the American library association,—our chiefs of large systems, library school directors, editors of library periodicals and others,—to take up.

We must pay better initial salaries.

We must offer a better future in the work. Most children's librarians, if they do not leave the library profession altogether, have to go over into general library work to advance materially in salary.

We must advertise widely, persistently and wisely to secure recruits.

And we must provide for training so many children's librarians that thousands of United States libraries, not merely a few hundred, may be made real "nurseries of good citizenship" to the boys and girls.

There are books on children's shelves even in "good" library states, which, if not actually morally harmful are so weakening to the minds of their habitual readers that such readers are being unfitted for grappling with the tremendous problems ahead of them as adults in this new day. And if this is true in the "good" states what an immense deal the American library association has to do to wake up those parts of our country which are doing practically nothing to provide reading for, and to guide the reading of the children. Just as surely as America neglects to fill her children's minds with good ideas, just so surely will those children, a few years hence, be swayed by every shrieking demagogue and yellow journal that are working to undermine our country.

I hope no one will infer from my emphasis of the need of special training that I think no one can be a "real" children's librarian unless one is a graduate of a training school for children's librarians. Considering what American library work with children owes to Mrs Saunders and to Miss Hewins no thoughtful person could harbor such an idea. The fact, however, that there were "born" nurses in earlier days is not considered a good argument for doing away with nurses' training schools today. The "born" nurses of today are the people most eager to take as thorough and modern a course of training as possible.

What are we going to do to save our work of years from slipping farther back,

and to start building up the library's work with children on a sure foundation?

CLARA WHITEHILL HUNT,  
Superintendent of the children's  
department, Brooklyn public library.

### Our Concern

The Denver public library has interested itself this year in various devices for encouraging better reading, believing that the manner in which a book is brought to a child's attention determines his choice.

The Summer Reading Honor Roll adopted in Cleveland was successfully used here, with variations. In addition to reading certain recommended books the children were asked to write brief reviews on the same and submit them to the children's librarian. The names of those who reported satisfactorily were posted on an Honor Roll in the main children's room in the order of the number of books read.

These reports were afterwards typed and submitted to the principals of the schools represented where some acknowledgment of the child's effort was made. These book reviews are an indication of the child's mental capacity and ease of expression and may prove of definite value to the teacher.

Another idea was the posting of attractive book covers with the super-scription "Have you read these?" A similar plan is that of using illustrations from standard books with the words "What books do these illustrate?" The children were given pencil and paper and the successful contestants had their names posted on the bulletin board.

A library game of questions relating to familiar books and characters has proved popular. Such questions as "Who pulled the sword out of the stone?" and "Who was called the 'patriot spy'?" produce a brave showing of hands.

An anniversary bulletin board has attracted attention. The name and dates are given with attractive pictures accompanying them and the books about the famous person or event are posted near by.

Our work with schools is developing nicely. We find a friendly attitude shown by most teachers with whom we come in close contact. The old difficulty of 50 pupils demanding the same book or books, to the woeful depletion of the shelves and the distraction of the librarians, can often be successfully met by sending a small set of books to the teacher for room use, rather than giving the books to the pupils. This, of course, assumes that we are notified in advance, a too-rare occurrence. Our stereoptican views are much used by teachers.

We find that a picture file of geographical and miscellaneous material, and a collection of supplementary readers and children's classics especially for the teacher's use, are cordially welcomed. Choice editions can be used in this way to great advantage, the teacher being personally responsible for the care of the book.

My personal concern has been forcibly and frequently directed to the "series" evil. We have purchased some books in series because the individual titles were fairly good; in the case of the Isabel Carleton books, more than ordinarily so. The result is that many children insist on reading series, as such, and are not easily diverted. The monotony and mediocrity of most series makes the persistent reading of them a serious handicap to literary appreciation. If we forbid series altogether we deprive the children of some thoroly wholesome and popular titles. The distinction is a difficult one and we should appreciate suggestions. What of a symposium on the "series" question?

JANET JEROME.

### Elaborations on the obvious

One of Leonard Merrick's most winning characters remarks to his sympathetic friend: "Don't elaborate on the obvious." This good line strikes the reader as a maxim that should prevent pens from scratching the trite, the well-worn and the wearisome. Therefore, when the Editor of PUBLIC LIBRARIES asks for something from "your own ex-

perience or viewpoint . . . new developments . . . and plans for the new day," you may remember Tricotrin and his friend, but unfortunately the remembrance occurs 24 hours before the "thoughts" are due in Chicago. So prohibitive warnings have to be forgotten when the day's work will not cease its whirling and the necessities of the hour and extremities of the occasion must be remembered. Only the librarian of the *Boston Transcript* could do the occasion and the subject justice on such short notice.

It is going to be a "new day" in library work for children:

When those who direct the work and those who do it possess the "tranquil secret of Balance," and the ideals can always be kept in view in spite of masses of detail.

When the work attracts persons of promise as to education, gifts and vision who can be counted on for the future.

When the book-buyer substitutes intelligence for laziness in buying for children.

When "required reading" wakens more than it kills.

When normal schools require, or their students elect, a course in literature for children and when libraries make their selection of books with the same high standard as such teachers are led to expect they will find in every library; and vice versa, school course will prevent the recommendation by teachers to pupils of the weak and inane, which recommendation is one of the banes of every children's department.

When a divorce between certain of the clerical and professional duties in library work will eliminate a waste of talent.

When the opinion is discarded that choosing work with children immediately prohibits an intelligent comprehension of problems in the library world, and that by labelling an individual a "specialist" you automatically restrict a mental horizon.

When the charge of "sentimental" will not be laid on those who insist that they still find some real wages in toil that is enjoyed, in the smiles of small, con-

tented borrowers of books, in the satisfaction of helping to create the old joy of reading.

When one of the satisfactions of service rendered with intelligent understanding, sincerity of purpose and breadth of vision to the youth of the country will be an adequate compensation from the public funds.

ELIZABETH KNAPP,

Chief of the children's department.  
Public library, Detroit, Mich.

### Story-telling to children

Of course I am especially interested in the library phase of the work in its connection with the public and parochial schools.

It has taken five years to gain the perfect coöperation now existing in our own city. Today the library story-teller has the place of supervisor of story-telling in thirty schools and is given a regular reading period (twenty-five minutes) once each month in all grades above the third.

Do you realize how much this means to our library field? The hour is not used for story-telling alone but a few minutes each time are devoted to calls for library membership and instruction in classification of literature and choice in selection of books.

At present the lower grades are having regular instruction in fairy lore from various sources while the upper grades have mythology.

I could give you material on this special field of work but desire to reach out toward all libraries for the placing of story-telling as a link between the library and the school.

ALTHEA BRIDGES,

Story-teller at Public library, Peoria, Ill.

### A suggestion for the story hour

Using the stories of the constellations for the story hour may not be a new idea but it was tried last winter at the Washington County free library with such distinct success that we want to pass on our experience to any who have thought of the same thing but hesitated to try it.



The stories were planned for a group of older boys and girls that could come to the library at seven o'clock on Friday nights.

A chart of black cardboard with the constellations worked out in silver stars was used to acquaint the young people with the forms of the constellations.

The first story hour was on the Great Dipper, the Little Dipper and the North Star and these constellations first appeared on the chart. The legends of the "Dippers" were told and the principal stars talked of, and then the boys and girls were taken to the terrace surrounding the children's room from which they could locate the constellation in the heavens.

Our library is particularly fortunate in having this terrace directly accessible from the windows of the children's room, for it means that the wonder of discovery can be at once connected with the joy of hearing the story of the stars.

The second story hour took Cassiopeia and when the children came they found this new constellation worked out in silver stars on the chart in its relative position to the Dippers. And after the story the Queen was found in the sky!

There were eight constellations studied in turn as they were visible during the winter. These were all shown on the chart which hung on the wall of the story hour room. At the end of the eight weeks a contest was held.

The boys and girls were asked to reproduce the chart from memory. It was most gratifying to see some charts almost perfect in proportion. We gave Collins' Book of Stars as a prize for the best chart.

Miss Semler, who told the stories, found an abundance of good material to help her in making up the stories in this course but we found the following sources most satisfactory:

Bulfinch, Age of fable.  
Collins, Book of stars.  
Comstock, Nature study.  
Hawthorne, Tanglewood tales and wonder-book.

Judd, Classic myths.  
Martin, Friendly stars.  
Olcott, Star lore of all ages.

Scientific American Monthly, Chart of the sky.

KATHERINE TAPPERT,  
Vice-librarian, Washington County free library, Hagerstown, Maryland.

#### Some good publicity

Miss Mary L. Titcomb, librarian of the Washington County (Maryland) library, recently held an interesting contest in which the children using the rural branches of the Washington County library were asked to write a letter to the custodian on the subject, "What the library has done for me."

The response was large and most suggestive of definite ways in which libraries benefit children. The *Hagerstown Morning Herald* devoted two columns of space to a report of the contest, including four of the best letters. The prize letter follows:

Dear Miss Shealy:

I cannot begin to tell you how much pleasure and value the library has given me. My vocabulary is enlarged, I learn much of other lands and many things about the United States that I never knew before. I read many college stories, and they have given me a great desire to go to college.

In small towns, books are scarce (good books especially) and soon everybody has read everybody else's books, but when there is a public library, with a trained librarian to help select books, it is a great help to the community.

I spend a great deal of my leisure hours in reading, when otherwise I would be idling. I also use library books in reference to my school work and in getting up entertainments.

When I was only a youngster I loved to go to the library, to the story hour and to look at the picture books.

I like to take girls in books and make them my ideals, (Polly Anna for instance) and try to see how much like them I can be.

I am sure that the library is one of my greatest pleasures, and I would not be deprived of it for anything.

Sincerely,

JANICE WILSON.

The idea is not new but the plan is one that never grows old and which may be used effectively each year or with each new generation of children. Miss Titcomb is to be congratulated upon the careful way in which the contest was worked out. Her example may well be followed by librarians and teachers thruout the country.

**\*Ugh-oo-Great!**

Blood! Buckets of Blood!  
 Fifteen men on a deadman's chest.  
 The hook at the end of a wooden arm  
 And the tap-tap-tap of a wooden leg.  
 Doubloons, buried gold and pieces of Eight.  
 The Jolly Roger and the Spanish Main  
 And the Skull and Cross-bones waving in  
 the air,  
 And glory! A boy in the midst of it!  
 Somewhere on High Olympus  
 Robert Louis Stevenson,  
 The well-beloved,  
 Is writing wonder-tales  
 For the gods.  
 But "Treasure Island"  
 Among the isles of the blest—  
 Is an immortal tale  
 For mortal boys.—Harvey B. Gaul, Choir-  
 master, Calvary church, Pittsburgh, Pa.

\*Written for the Children's department of  
 the Carnegie library of Pittsburgh.

I am in the country nursing a very sick  
 sister and I can not under the circum-  
 stances keep my promise to send you  
 something for your children's number.

I should liked to have done this as I  
 have been thinking hard lately. Some-  
 thing like this: I wonder how many  
 children's librarians left the A. L. A.  
 meetings at Asbury Park depressed in  
 spirit? Even the Tony Sarg Marionettes  
 couldn't shut out the black vision of  
 H. C. L. (he has nine lives) that dangled  
 from every beam and rafter in every con-  
 vention hall.

One more day and the writer would  
 have been quite sure that there were  
 never any fairies in Ireland and the  
 Editor of PUBLIC LIBRARIES would  
 never have asked her to contribute this  
 number.

Library work with children has broad-  
 ened in scope during the last decade until  
 there are innumerable lines of specializa-  
 tion open. The field is wide, workers  
 were never in such demand, salaries  
 never were higher. The children have  
 come out of the war with tremendous  
 impulse toward reading due to increased  
 interests. Publication is so expensive  
 that manuscripts are being read with  
 more care and the result is gratifying.

Let us open our fairy book and read  
 "The happiest man in the world" before  
 we interview that young girl who wants

to know whether or not she shall train  
 for library work with children. Perhaps  
 we shall not advise her to take a course  
 in filing.

EFFIE L. POWER,  
 Head of children's department,  
 Carnegie library, Pittsburgh.  
 Oct. 14, 1919.

**Essentials in children's work**

An address before the Maine library  
 association last summer, by Miss Alice  
 M. Jordan of Boston public library, was  
 called "the outstanding address of the  
 meeting." Miss Jordan formerly lived  
 in Maine and knows and understands its  
 library problems.

In her address she emphasized the fol-  
 lowing essentials in effective work with  
 children.

Right relation between the main li-  
 brary and children's work and interests;  
 a proper supply of books; suitable accom-  
 modations for the children; some person  
 in charge who has a sympathetic under-  
 standing of children; special methods of  
 attracting children, such as the story  
 hour.

Some of the by-products of story-  
 telling were suggested as pleasure, famil-  
 iarity with English, literary standards by  
 which the children may judge other books.  
 Proper story-telling cultivates imagina-  
 tion, gives right physical standards, de-  
 velops right sense of humor, cultivates  
 power of sustained attention, creates  
 friendly relations with the library, cir-  
 culates books.

Miss Jordan's address was a real in-  
 spirational treat and the librarians went  
 home with the firm determination "to so  
 expose children to books that they will  
 catch the very best."

**Salary Increases**

Library association of Portland has  
 adopted the following schedule to take  
 effect January 1, 1920.

- A. Department head, \$1,500 to \$3,000.
- B. First assistants, heads of divisions,  
 branch librarians, high school librarians,  
 \$1,200 to \$1,800.
- C. General assistants:
  - I. High school, college and library  
 school, \$1,080 to \$1,500.

II. High school, library school or one year experience, or, college and satisfactory experience, or, college and Portland training class, \$1,020 to \$1,500.

III. High school and Portland training class, \$960 to \$1,500.

Salaries will be increased \$10 per month on January first of each year until \$120 per month is received, thereafter not less than \$5 per month until the maximum is attained.

Not all assistants will begin at the minimum; not all assistants will go to the maximum. The value and quality of the work will determine the increase.

Pages—Head page, \$600 to \$960; full-time pages, \$540 to \$780; half-time pages, 25c per hour day service, 30c per hour evening service; substitutes, 30c to 50c per hour.

First increase of \$5 per month at the end of four months; second increase at end of year. Yearly thereafter.

The schedule subject to change by the Board at its discretion.

#### Denver

A flat increase of \$15 a month to every member of the Denver public library staff has been granted by the Library Board. This makes the salaries of junior assistants range from \$65 to \$85 a month, senior assistants from \$95 to \$105 a month, and heads of departments from \$115 to \$165 a month.

#### Tacoma

The trustees have recently authorized a revision upward of the salary schedule so that for 1920 it will be as follows:

Heads of departments.....	\$105.00 to \$150.00
Heads of divisions, branch librarians and first assistants .....	90.00 to 100.00
Senior assistants .....	77.50 to 90.00
Junior assistants .....	60.00 to 80.00

#### Portland Librarians' Guild

For some time the members of the Portland library staff have felt the need of an organization for greater co-operation and betterment. As an outgrowth of this sentiment a meeting was called in September and an association organized to be known as the "Portland Librarians' Guild."

All library assistants, thruout Multnomah county are eligible to membership with the exception of heads of departments.

Among the aims of the guild are higher standards for the profession,

bettering of conditions affecting members, such as: Uneven or difficult schedules of work, assistance to newcomers in finding suitable living quarters, and the raising of salaries commensurate with the present high cost of living.

The guild recognizes that the library has such an important place in the educational system of the country that librarianship should be given greater publicity and recognition and members of the profession placed on a par with teachers of similar education and experience and thru a guild much of this may be accomplished. It has no affiliations with the A. F. of L. and it is hoped by the members that the assistants in other libraries may form similar guilds to promote the standing of librarianship as a profession or if such already exist, the Portland guild will be glad to communicate with them.

Officers elected for the year are: President, Mrs Alice Jones; vice-president, Miss Pearl Durst; secretary, Mrs Ethel C. Hoffman; treasurer, Miss Gretta Smith.

#### A Curious Find

A letter from Miss Barlow, librarian of the public library of Fort Scott, Kansas, contains the following interesting item:

Did you know that Boswell's library is on a farm down near Joplin, owned by a direct descendent of Johnson? The Mr Boswell who owns the library is connected with a Chicago publishing house and was in my library not long ago. It cannot be sold but descends to direct heirs.

In order to keep every one interested in the gain or loss in circulation, a card bearing the heading, "Fascinating Facts" is posted daily at the desk. The total gain or loss is given and other statistical items such as the gain or loss in certain classes. This does stimulate the interest and makes every one feel that they have a direct part in whatever happens to the circulation.—*East Seventy-ninth branch, Cleveland public library.*

### Suggested Plan for Certification of Librarians in Iowa

This plan is not intended to be retro-active, nor to affect librarians now in service unless they wish to apply for certificates. It is simply placing a standard upon librarianship in the state of Iowa for the use of those who shall enter the work after the adoption of this plan by the Iowa library association.

#### Board.

To be known as The Board of Certification of the Iowa Library Association.

To consist of five members, one of whom shall be the chairman of the Iowa library commission, who shall be chairman of the Board; one to be the Secretary of the Iowa library commission, who shall be secretary of the Board. The above two to be members *ex officio*.

The remaining three members, one to be a trustee, one a librarian and one an assistant, to be nominated by the nominating committee, to be elected by the Iowa library association for terms of three years each, except that on the initial election they shall be elected for one, two and three-year terms respectively, and the terms of this office to be determined by lot between the three members first elected.

#### Grade A. Life certificate.

Full college course and at least one year of approved library school work, or three years' college work with credit for one year of library school work; in addition to this, three years' acceptable administrative service in an approved library of Grade 1, or five years' administrative service in an approved library of Grade 2.

Or, in lieu of either of the above qualifications, there shall be accepted a certificate from an accredited library school and a thesis of not less than 3,000 words on a designated phase of library economy, with at least six years' successful administrative experience in a library of Grade 1.

Amended by adding the following: In lieu of college and library school training the board shall be empowered to grant

a certificate to those having had 10 years' notable administrative work in a library of Grade 1, at the time this schedule is adopted, and by presenting a thesis as designated above.

#### Grade B. Five-year certificate.

Two years' college work or a graduate of an approved normal school, and one year of approved library school work, and in addition, two years' acceptable administrative service in an approved library of Grade 2.

Or in lieu of either of these, a high school certificate with at least five years' acceptable administrative service in an approved library of Grade 2, and a thesis as above.

Or, in lieu of both library school and college work, ten years' successful administrative service in an approved library of Grade 2.

This certificate to be renewed for life upon the furnishing of evidence of successful administration during the issue of the certificate.

#### Grade C. Three-year certificate.

Full high school course or its equivalent, and six weeks' approved summer library school work, together with two years' acceptable administrative service, or three years as an assistant in an approved library of Grade 3. To be renewed for five years.

#### Grade D. One-year certificate.

Full high school course or its equivalent, and at least six months' acceptable apprentice work in an approved library of Grade 3, under a librarian with a Grade B certificate.

NOTE—Administrative service to be understood as work at the head of a library or a department involving the direction of other workers.

### Wisconsin County Library Laws

The committee appointed by the Wisconsin library association to consider a county library bill for that state, thought the first need was a wider knowledge of how great facilities for rural library extension are already authorized by law. Extension of library service by public libraries to non-residents of the city, town

or village in which the library is situated is now allowed. The library board may contract for extension of service with the county boards of its own or any neighboring county, or with the authorities of any town, school district, village, or city, and authorizes payment of the consideration agreed upon.

A county, town, village or city is authorized to appropriate annually money for the use of the public library extension service to the inhabitants of said county, town, village or city.

Without further legislation, it would seem that what is needed is greater attention to the laws that are already in the statutes.

### How to Handle Slides and Records

In introducing the use of stereographs, lantern slides and music records into our library, it was decided to use as far as practicable the same methods as for books.

We began with a loose leaf accession book for these various kinds of so-called "other material," keeping each kind on separate sheets and adding more leaves to each group as the collection grew. The accession number is placed near the center of each music record in white ink. A case of stereographs is accessioned as one item, giving the number of stereographs in each set, e. g.: *Keystone Co., Italy and Sicily, 100 views*. The accession number is placed on the back of each stereograph in a set and upon the top of each case, so that in case of disarrangement, all belonging to one set can easily be replaced.

A box of lantern slides is also accessioned as one item, giving the number of slides contained in the set. We do not place the accession number on each slide as there is less liability of their becoming confused with other sets.

Stereographs and lantern slides are classified as closely as books on the same subjects. The class number is placed on the back of each case of stereographs at the same relative position as upon books. At the upper right hand corner of

each box of slides is pasted a slip reading, for example:

914.5 Italy.

Music records have thus far been classified in 780. A closer classification may become necessary or desirable, though a difficulty might arise in the case of double records.

All this material is cataloged and arranged under a subject guide reading respectively, *Stereoscopic views*, *Lantern slides*, and *Phonograph records*. References are made from *Stereoptican slides* to *Lantern slides*; from *Columbia graphophone co.*, and *Victor talking machine co.*, to the subject heading *Phonograph records*. For the music records, it may seem desirable later to make additional cards for composers and artists. Title cards read as follows: e. g.

780 Dance of greeting. (Danish folk song.) (From Folk dance music—Burchenal-Crampton.)  
(Folk dance.) Victor military band.

This information is useful to teachers or others using the various books on folk dancing and playground games.

As we use a two-card charging system for books, cards are made in the same way for stereographs. One card is kept at headquarters under the name of the branch, station or school borrowing the set, the other card goes with the case to be used for the local record. For each set of lantern slides we have made but one card, as it is generally used by only one person in a community. For music records we make but one card as they usually remain in the school room or in the home of the individual borrowing them, and the second card might be troublesome, as we clip the card to the envelope containing the record. If, however, records are desired by a branch or station for community use, the second card is necessary for the local record.

In shipping records by mail or express, thin boards and corrugated paper are used to protect them. For the sets of slides we have the outer wooden shipping cases marked "Glass."

JULIA G. BABCOCK,  
Librarian.

Kern Co. library, Bakersfield, Cal.



### What Is Americanization?\*

Americanization is an effort to assist the new American citizen to understand, appreciate and partake of the best in American life and thought; and by the best we mean that which conforms to the ideals of America; the political ideals, the moral and spiritual ideals, the economic ideals; the ideals of free and equal opportunity in living and working; of the fullest expression of the individual in a social state which exists for each individual. Americanization is an effort to provide facilities that will help the immigrant to fit himself to become, and fit himself in becoming, an integral part of America and its life. It is a movement to help him share the privileges and benefits that a democracy offers to its people; to impress upon him his obligation to assume his share of the responsibilities of a citizen in a democracy; and to train him for efficient performance of those responsibilities.

Americanization is, then, a process of education, of mutual understanding, of growing together. The public schools can reach some of the adults; the Y. M. and Y. W. C. A., the social settlements, the welfare work of employers, have important parts to play; while the research work and training of leaders in the university are necessary to provide specialized knowledge and leadership. Improvements in labor conditions, in land laws, in the housing of the poor, and in methods of labor distribution are as important as any of the educational work. They will remove many of the immigrant's causes of bitterness. Community and social centers; women's and civic clubs; and the aroused interest of churches, parochial schools, fraternal orders, and companies engaged in land colonization are all essential to the task. In a word, Americanization is a process of mental and spiritual reconstruction—if we may use the word spiritual in a non-religious sense—which must be accomplished by a multitude of forces in our national life. The essential thing

now is that those forces be wisely directed so that they may accomplish the needed result, rather than produce evil results by their misdirected, though well-intended efforts.

### Selected bibliography on Americanization

Abbott, Grace, The immigrant and the community.

Antin, Mary, They who knock at our gates. (Houghton Mifflin). The promised land.

Balch, Emily, Our Slavic fellow citizens.

\*Bogardus, E. S., Essentials of Americanization, (University of Southern California Press).

\*Brooks, Charles A., Christian Americanization, (Missionary Education Movement, New York, 1919).

Commons, John R., Races and immigrants, (Macmillan).

\*Dixon, Royal, Americanization, (Macmillan). How to organize a community.

Fish, Carl Russell, The development of American nationality.

Hill, D. J., Americanism, What it is, (Appleton, 1916).

\*Kellor, Frances A., Straight America, (Macmillan). Full of punch. Will stir people. Spur them—may make them mad but will make them think.

\*Mahoney & Herlihy, First steps in Americanization, (Houghton Mifflin). For school teachers primarily—civics.

Ross, E. A., The Old World in the New, (Century). What is America, (Century).

Steiner, Edward A., Nationalizing America, (Revell).

*American Journal of Sociology*, May, 1919.

*The Survey*, *The Ladies Home Journal*, educational publications, *The American City*, *The Century*.

(A more extensive though selected bibliography on Americanization will be furnished by the University of Wisconsin, on request to D. D. Lescohier, Economics Building, Madison, Wis.)

### Public reports

Abstract of report of U. S. immigration commission, 2v., 1911.

Americanization as a war measure. *Bulletin of the U. S. Bureau of Education*, 1918.

Annual reports of the California commission on immigration and housing, San Francisco, Calif.

Annual reports of the Commission of immigration, Washington, D. C.

Report of the commission on immigration, on the problem of immigration in Massachusetts, Boston, 1914.

Report of the bureau of industries and immigration of the New York state department of labor.

Report of the commission of immigration of New Jersey, 1914.

\*From an address by Prof D. D. Lescohier of University of Wisconsin before Wisconsin library association.

\*Especially recommended.

**Books of Today****Live issues**

- Adams. British empire and a league of peace.  
 Brissenden. I. W. W.  
 Brown. Freedom of the seas.  
 Brown. Theory of earned and un-earned incomes.  
 Cohen. American labor policy.  
 Commons. Industrial goodwill.  
 Halevy. President Wilson.  
 Hill. Present problems in foreign policy.  
 Howe. Land and the soldier.  
 Hunter. Why we fail as Christians.  
 Kelly. Hiring the worker.  
 Latane. From isolation to leadership.  
 Link. Employment psychology.  
 Read. Abolition of inheritance.  
 Russell. Bolshevism and the United States.  
 Selzle. Why prohibition?  
 Tead. People's part in peace.  
 Vanderlip. What happened in Europe.  
 Wells. Idea of a league of nations.

**Magazine articles**

- High prices and a remedy, by Irving Fisher. *Review of Reviews*, Sept., 1919.  
 The Plumb plan. *Commercial and financial chronicle*, Aug. 16, 1919.  
 What is the American standard of living?, by Royal Meeker. *Monthly Labor Review*, July, 1919.—*Berkeley Public Library Bulletin*.

**Better Citizenship via the Civic Library**

Out of the stuff of war-time struggle and self-sacrifice has come a new vision of the possibilities of community effort, and the American citizen has developed a broader conception of his duties and responsibilities as a member of his community. The storehouses of civic knowledge have been greatly enlarged and to past learning and experience have been added the new data created by the strenuous efforts of the past two years. As in the business world so in the technical field of government and in the larger fields of community action there has arisen a new and increasing demand for fact information to safeguard the steps

of civic workers and government executives in their progress toward higher ideals of service.

The opportunity confronting the civic library today is perhaps without parallel in past history. Not only are city officials, and civic workers generally, handicapped by a lack of dependable fact information, but yesterday's unpretentious "common citizen," the home-coming soldier and sailor, and the newly-enfranchised woman, are looking to the civic library for help in their effort to give expression to their new-found ideals of community service. It is not always feasible for these latter to come to the library and the progressive librarian is finding himself called upon to go out among the people in settlements, public schools, and forums, telling the story of good government and explaining the role of the individual citizen in the program of community betterment.

There has been some talk of discord and radical propaganda as a menace to social ideals and to the democracy of the future. The civic librarian knows that such talk is idle because he has witnessed the widespread demand for civic information, and the readiness of individual citizens to "do their bit" unselfishly for the best interests of their home town. A prominent government official recently said: "The people will give confidence to a government if they are satisfied that it is doing the best it can under circumstances of which they are fully and fairly appraised." The spirit undoubtedly is here, and intelligent leadership backed by dependable information will solve the problems of community welfare and lay the foundations for a new democracy in the years to come.—*D. W. Hyde, jr., Municipal librarian, New York City.*

"Life is short and stern,  
 And ours at best a feeble, cabined will.  
 Our mind is finite:—But the soul of man,  
 Which hopes and trembles, suffers and aspires,  
 Rebukes his pettier moments; its vast  
 dreams  
 Proclaim our origin high, our destiny great,  
 And possibilities limitless like the sea."  
 Wilfred Campbell

### American Library Association

In the books presented to the university libraries in France and elsewhere abroad, a small label bearing the name of the institution receiving it, was pasted in every book. The following, a sample, is the exact size of the deep cream-colored label, printed in black:

**THIS VOLUME**  
HAVING COMPLETED ITS SERVICE  
TO THE AMERICAN EXPEDITION-  
ARY FORCES IS NOW PLACED  
BY  
**THE AMERICAN LIBRARY ASSOCIATION**  
IN  
**THE UNIVERSITY OF CAEN**  
IN THE BELIEF THAT IT WILL  
THERE CONTINUE TO PROMOTE  
THE CAUSE OF CIVILIZATION  
PARIS 1919

A number of books on vocational subjects, suitable for the blind, are being provided by the American library association. The Red Cross institute is also providing books on this subject.

A number of prominent American authors are themselves defraying the cost of putting stories in raised type for the benefit of men blinded in the war. Eighty-one authors and publishers have been asked to contribute to a project that will supply the shortage of books for blinded soldiers. Of those who have been asked, 18 have agreed to coöperate.

Dr Henry Van Dyke will furnish "A lover of music" and "The mansion." Mrs Jack London, the "Love of life" and Irvin Cobb, "Speaking of operations." Edward Streeter will provide his "Dere Mable" series. Others who have consented are Mary Raymond Shipman Andrews, Jack Lait, Thomas Nelson Page, Dr Frank Crane, Albert Payson Terhune, Douglas Fairbanks, Booth Tarkington and Zane Grey.

The high cost of putting a book into braille and the relatively small sale which it can receive does not appeal to the publisher as a commercial venture and must be financed by donation. The cost of putting a novel of standard length into braille is about \$600 for the plates alone. It is this cost which the authors have been asked to carry. When the plates have been made the expense of issuing the book is relatively slight.

### A. L. A. executive board

At the meeting of the Executive Board at Richfield Springs, New York, among other things, the following business was transacted:

Members of the executive board present: President Hadley, Messrs Hill, Milan and Strohm (last session only), Misses Doren, Eastman and Tobitt; also Secretary Utley.

The board held six sessions. The principal business before them was the consideration of the report of the committee on the enlarged program. This committee is as follows: Frank P. Hill, chairman; John C. Dana, Carl H. Milan, Caroline Webster, Walter L. Brown. It was stated that the report was a preliminary one. As such, it was duly approved by the board. (A digest of the report was printed in the October number of PUBLIC LIBRARIES.)

With the idea of carrying out the plans set forth in the enlarged program, the board voted to appoint Carl H. Milan as director to put into execution the recommendations of the committee as adopted by the executive board. Thereupon Mr Milan presented his resignation as member of the executive board to accept the appointment as director of the enlarged program. John C. Dana was appointed as a member of the executive board to serve for the unexpired term of Mr Milan.

Recognizing the necessity for immediate publicity, in view of the forthcoming financial campaign, and the need of the capable services in this field, the board asked the committee on the enlarged program to engage the services of Chas. H. Compton to take charge of the publicity.

Messrs Milam, Dana and Compton were appointed to care for the publicity of the enlarged program.

The executive board voted to instruct the director and the committee on the enlarged program to invite suggestions and criticisms from the librarians of the country.

The board voted to hold the 1920 conference of the A. L. A. at Colorado Springs. The time has been set for the first week in June. It was voted that the Chicago mid-winter meeting be termed a called meeting of the association at large, in order to obtain a vote on the enlarged program before the annual meeting next summer. As a vote of two succeeding meetings is necessary to validate the changes proposed, it is likely that the Atlantic City meeting in March will be designated as a second called meeting of the association.

Resolutions on the death of Andrew Carnegie, Charles H. Gould and Mrs Carl B. Roden were received and adopted.

#### Libraries in Czecho-Slovakia

In a letter from Mr L. T. Zivny, secretary of the Czechoslovak Bibliographical Institute, Prague, the following interesting report is given:

The Czechoslovak library association (Spolek Československých Knihovníků) was established in Prague, June 3, Dr. Josef Volf, president. The first meeting was held the same day and more than 50 persons were present.

The National Assembly (Národní Shromáždění) passed an act (The Czechoslovak library law), July 22, enabling all cities, towns, even the villages to establish free libraries; all the communities with a population of 400 inhabitants and more are to form libraries within one year from the date mentioned above. All others between the years 1921-1929. The act is compulsory and a rate shall be levied, viz. 30-100 hellers i.e. 6-20 cts. per head, according to the actual number of the population.

The libraries are to be administrated by local library boards (Knihovní Rada) the members of which (4-8) are partly to be appointed by the town representatives out of the voters, and partly to be elected.

The law is extended to all the state notwithstanding the national differences, all the nationalities having the same opportunity.

According to the supplementary chapters there shall be established as soon as possible a library school. Some preparatory courses have been held in Prague by The Svaz Osvětový, The Czechoslovak Union for disseminating popular education.

(Signed)

Lad. T. Živný,  
Secretary.

Prague-Dejvice, Srbská 7.

#### Library Meetings

**Chicago**—The Library club held the first meeting of the year at Ryerson library, October 16, at 7.45 p. m. The meeting was preceded by supper in the Art Institute dining room where about 75 members and their friends took advantage of the opportunity to dine down town. The meeting itself was a record breaker and taxed the seating capacity of Ryerson library to the utmost.

Miss Massee, the president, presided and the meeting began with an address by Mr Mathews, librarian of the Boy Scouts, who spoke of the kind of books needed by his organization. He was followed by Mr Sell of the *Chicago Daily News*, who urged closer co-operation between publishers and libraries. Both speakers were inspired by the book fair held at Marshall Field & Co., October 13 to 18.

Miss Massee then outlined a scheme of work for the club for the coming year. She suggested a survey of library working conditions in Chicago and called on Miss Rich to speak on the subject. Miss Rich gave her idea of the value and significance of such a survey and closed with the following motion:

Moved that the chair appoint a committee of five to undertake a survey of library work in Chicago, such survey to cover both opportunities for library service and working conditions in Chicago.

This was seconded and a lively discussion followed, the speakers expressing widely diverging views. Some thought that the reward for library

work was to be found in the time honored solace of the teaching profession, the benefits their labors conferred on the public, while others went to the opposite extreme and advocated that most modern of remedies, unionization, as a cure for all ills. However widely opinions diverged on the definition of a survey all were in favor of the plan and when the motion was finally put it was carried unanimously. The president appointed Miss Julia Elliott, Miss Krause, Miss Rich, Mr Usher and Mr Levin to form the committee.

The club had the pleasure of hearing Joseph Lincoln of Cape Cod fame talk for half an hour on the locality and characters of his books. When he was thru all of us wished that we might claim descent from that humorous and sterling stock.

Miss Ahern asked permission to speak on a bill to provide for a library information service in the Bureau of Education (S. 2457 and H. R. 6870) now pending before both houses of Congress. After explaining the importance and need of such a bill she moved that the secretary be instructed to write to Senators Sherman and McCormick expressing the endorsement of the club and urging them to further its passage whenever possible. This was seconded and carried.

The November meeting will be in charge of Miss Ahern and the library trustees of Chicago and vicinity will be invited to furnish the program.

MARGARET FURNESS,  
Secretary.

**Iowa**—The twenty-ninth annual meeting of the Iowa library association was held at Waterloo, October 7-9, 1919. There was a total attendance of 163, of which 137 were librarians, 19 trustees, and 7 visitors.

The President, Mrs I. C. Johnson of Oskaloosa, opened the meeting and M. H. Reed, president of the Board of trustees of Waterloo, welcomed the association, Mrs Bertha S. Baird of Mason City responded.

The first address was given by Dr C. M. Case of the University of Iowa, on

the "Child and the book," which was followed by a most interesting discussion on children's reading.

Mrs F. E. Whitley of Webster City, chairman of the Woman's committee of the Council of National Defense, spoke briefly in appreciation of the good work done by Iowa librarians, and said that no class of people responded more heartily to the calls made upon them than did the librarians. She spoke of the great vogue at present of the word "socialize," and said that socializing of public libraries was coming as a by-product of the war, and that now since the war is over, the need of socialization is not less, but greater, because of the spirit of unrest that is sweeping over the country.

On Tuesday evening, Mr Johnson Brigham was most entertaining in his "Recollections of impressions of Lowell." His address was followed by an informal reception.

On Wednesday morning the assistants from the Waterloo library conducted the members of the association in various groups to some of the grade schools, where they gave a demonstration of story-telling and showed how the Waterloo library is correlating the story-telling with the work of the schools.

At the morning meeting, Miss Helen McRaith of Iowa City led in a discussion of recent fiction.

A lively discussion followed the report of the certification committee, but no action was taken until the next day.

In the afternoon the meeting opened with a discussion of some recent children's books by Miss Alice K. Hatch, of Davenport.

Miss Harriet A. Wood, a former Iowa librarian and now Supervisor of school libraries in Minnesota, gave a most inspiring talk on the Librarian as an educator. She likened the library to the commissary and munitions department of the army. There must be trained officers in charge, she said, and a base of supplies. The library must be able to supply the books and in the latest and most attractive editions. There must also be communication with the firing line. The reason why book agents sell



so many books is that they go to the people. Librarians too must go to the people; they cannot sit in their libraries and wait for the public to come. In closing she made an earnest plea for more librarians, saying that if libraries are to do their work adequately there must be many more librarians trained and ready to carry on this work, under the weight of which librarians are now staggering.

Frederick G. Melcher, vice-president of the R. R. Bowker Company, New York City, then presented the plans for the enlarged program of the American library association.

Following this, there were round tables for librarians of large libraries, small libraries, assistants, children's librarians, college librarians and high school librarians.

On Wednesday evening, the association was the guest of the Waterloo Community drama league at the play "Mrs. Bumpstead Leigh."

On Thursday morning, the meeting was opened with a review of some recent books of non-fiction by Miss Miriam B. Wharton of Burlington.

Mr Mechler of the R. R. Bowker Co. presented an address on "Book distribution in America." He compared the great stream of books coming from the press every year to a great irrigating system. The stream may be tapped here and there, and if the public tap at the wrong place, it is the librarian's duty to show them where to tap at a better place. He then went on to discuss various methods of distribution and spoke of the co-operation which should exist between librarians and book-sellers, and said that he always advised book-sellers to open stores only in towns that had a public library. About eighty million books were published in the United States last year; of these, libraries bought only about three million, which shows that we as yet are merely scratching the surface of book distribution. The only thing in business that goes is the thing that somebody believes in; so in the book world, if we want our books read, we ourselves must know books and believe in books and talk books.

The discussion on certification was resumed, and a plan of certification was adopted. Iowa is proud to be the second state in the union to adopt such a plan. Stated briefly, the plan provides for a board of five members, one of whom shall be the state librarian and one the secretary of the Iowa library commission, these to be members ex-officio, and three other members to be elected by the association. Four grades of certificates will be awarded by the board: Grade A, life; Grade B, five year; Grade C, three year; and Grade D, one year; these certificates to be granted according to the training and experience of the librarian, and the grade of library in which she has served.

The meeting closed with a business session, at which the following officers were elected:

President, Maria C. Brace, librarian, Waterloo; first vice-president, Anne Stuart Duncan, librarian, Iowa State teachers' college, Cedar Falls; second vice-president, Paula Beuck, assistant, Davenport; secretary, Eleanor M. Fawcett, librarian, Traveling library department, Des Moines; treasurer, Gentiliska Winterrowd, Reference department, Des Moines; registrar, Cora Hendee, librarian, Council Bluffs.

The following were elected to serve on the new certification board with Mr Brigham, state librarian, and Miss Julia A. Robinson, secretary of the Iowa library commission:

Mrs Nannie T. Stockmann, trustee, Sigourney public library; Forrest B. Spaulding, librarian, Des Moines public library; Charlotte Crosley, assistant, Webster City library.

**Maine**—[A belated report of the Maine library association contains so much that is worth considering that some points in it are given here, though the meeting was held at Bowdoin College, Brunswick, the last of May.]

A committee on Inter-Library loans reported that it had made an intensive study of the question in other states and had found that there were two entirely opposite views prevailing, one radically opposed and one strongly in favor. The parts of the country which are well organized think it a fine scheme, the parts

poorly organized do not think it feasible. In Massachusetts, state legislation has been necessary to make the plan workable because citizens felt their money should not be used for other towns. The general plan of library loans seems to be about the same wherever it is in use. The local library is almost always held responsible for individual loans and sometimes the stipulation is made that a book shall be used only in the local library. Those opposed to inter-library loans feel that such work should be carried on only by the state library. The general discussion which followed this report brought out the fact that several libraries in Maine were already doing something along this line. The committee will be continued and plans for a definite set of state-wide rules and regulations will be presented at the next meeting.

A report on special collections showed that a number of larger libraries in the state have collections of books a little outside the general line, which they are building up as specialties, but which, under proper safeguards, could be used more widely than by the local constituency of the library. Questions addressed to ten of the larger libraries were answered by seven as follows:

Maine Historical Society, Portland (Does not lend)—

Maine and New England history. Genealogy. Mss. material in American history.

Portland public library—

Botany. General biography.

Lewiston public library—

Maine history.

Bowdoin College library, Brunswick—

Huguenots, Longfellow (largest in America) German dialects (largest in America).

Maine state library, Augusta—

Law, Genealogy, Maine history and literature, vocational literature.

Bangor Theological seminary, Bangor—

Palestine.

Bangor public library—

Photography, 150 titles. Microscopy, 50 titles. Eastern Maine, everything available. Music, 4,000 titles. U. S. Civil War, 500 titles not including slavery and biography.

The committee will continue its work.

Other collections mentioned in discussion were:

Curtis memorial library, Brunswick—

Shipbuilding in Maine.

Waterville free public library—

Medicine.

Stewart free library, Corinna—

Lincoln.

Napoleon.

Bowdoin College library, Brunswick—

Engraving and etchings, 75 vols.

Some interesting suggestions were as follows: That the meeting of the association in 1920 or 1921 be held in conjunction with neighboring states at some spot on the coast or in the mountain section agreeable to the officers of the various associations. Such a meeting, with exhibits for comparison of work and methods and with the opportunity for new acquaintances which it would bring, would be broadening and interesting. It was suggested that the association co-operate closely with the State library commission, particularly in forwarding the interest and attendance of the schools in library instruction. It was suggested that these schools be held in rotation thruout all parts of the state, so that each section may have the value of its influence.

**Rhode Island**—There were eighty-five library workers in attendance at the meeting of the Rhode Island library association, held at Newport Naval training station, during the summer.

A resolution expressing satisfaction at the adoption of training courses in library work at the State normal school met with strong approval. The luncheon at the Naval station with the courtesy offered by the authorities, afforded much pleasure. Addresses were made by Capt Campbell, Commander of the Training station, and Capt Cassard, chaplain of the station.

The A. L. A. library building was dedicated in the afternoon.

Officers for the ensuing year were elected as follows: President, William D. Goddard, Pawtucket; first vice-president, George L. Hinckley, Newport; second vice-president, Miss Alice W. Morse, Edgewood; recording secretary, Edith H. Simmons, Central Falls; corresponding secretary, Miss Gertrude Robson, John Carter Brown library, Providence; treasurer, Mr Lawrence M. Shaw, Providence public library.

**Utah**—The annual meeting of the Utah state library association was held Saturday October 4 at the Public library in Salt Lake City. The following program was carried out:

Opening of the meeting by President Joanna H. Sprague, librarian of Public library of Salt Lake City.

Principles of salesmanship as applied to libraries—J. D. Spencer, chairman, library board of Public library Salt Lake City.

The library and Americanization—Prof. R. D. Harriman, University of Utah.

The High school library—Mrs. Percy Dayre, ex-librarian Granite high school library. Discussion led by Miss Minnie Margetts, librarian L. D. S. high school library.

Country library work—Miss Mary E. Downey, State library organizer.

Round Table on late fiction for the library—Led by Miss Esther Nelson, librarian University of Utah and Miss Julia T. Lynch, asst. librarian Salt Lake City public library.

Luncheon for the association was served to the members of the association as guests of the Salt Lake City public library.

The following officers were elected for the coming year: President, Grace Harris, Ogden public library; first vice-president, Mrs Anna Pettigrew, Cedar City public library; second vice-president, Julia T. Lynch, Salt Lake City public library; secretary and treasurer, Vivian B. Wallace, Murray public library; executive committee, Mrs Annie L. Gillespie, B. Y. Academy, Provo; Hattie Smith, Agricultural college, Logan.

#### Law Librarians' Meeting

At the meeting held at Asbury Park, June 24-26, there were four sessions of the American association of law libraries, including one joint session with the National association of State libraries. The following papers were read, all of which will be printed in full in the *Law Library Journal*:

Pennsylvania Side Reports, Luther E. Hewitt, librarian, Law association of Philadelphia.

Law library binding in war time, Dr G. E. Wire, deputy librarian, Worcester County law library, Worcester, Mass.

Shelf classification of foreign law books, W. H. Alexander, assistant librarian, Library of the Association of the Bar, New York; Elsie L. Basset, Columbia law library.

Revisions and compilations of the laws of New York, John T. Fitzpatrick, law librarian, New York state library.

There were round table discussions on the following subjects:

Shelf arrangement of law reports.

Interlibrary loans between law libraries.

Guide cards for law library catalogs.

Indexes to legal periodicals.

The following officers were elected for the next year:

President, Frederick C. Hicks, law librarian, Columbia university; first vice-president, Sumner Y. Wheeler, librarian, Essex Bar Association library, Salem, Mass.; second vice-president, Miss Mary K. Ray, deputy librarian, Nebraska state library; secretary, Miss Agnes Wright, librarian, Wyoming state library; treasurer, Miss Anna M. Ryan, assistant librarian, Supreme Court library, Buffalo, N. Y.

#### Interesting Things in Print

The biographic section of "A standard catalog," being issued by the H. W. Wilson Company, has appeared.

The Detroit public library issued a reading list on the "Church and the new era" and distributed it in a neat folder at the general convention of the Protestant Episcopal church held in Detroit in October.

A list of literature of the great war by Martha E. D. White has been prepared and issued by the Department of Literature and Library Extension of the War Federation of Women's Clubs. This is sent out from the Department at 120 Boylston Street, Boston, for five cents.

This library did its measure of war service in the collection of books and in publicity.

The revised edition of the chart on "Lubrication of the motor car chassis," by Victor W. Page, has been issued by The Norman W. Henley Publishing Co. The exhibit of this chart on the bulletin board of even the smallest libraries will doubtless win the heart of the amateur

automobilist who suffers from a superfluity of oil in his machine nearly as much as he does from having sand in his gear box.

The American Dress Industries of America announces that it will establish a comprehensive and up-to-date fashion library. It will be for the aid of the designers for the trade to help furnish new ideas to embody in the models that are turned out.

It is stated that dress styles are governed by various historical periods and that the leaders of the fashion create their new things along these lines. The idea is one full of possibilities.

Realizing that misinformation regarding the New York public library was becoming widespread, there has been issued under the direction of Mr Edwin H. Anderson, a pamphlet entitled "Questions about your libraries." The idea is that the letter writers to the press and authors who are laboring under misinformation, may find the real facts in the case when they wish to discuss the libraries.

The Bureau of Markets, U. S. department of agriculture, issued in September a list of the periodical reports which it distributes free of charge to those who use them.

Every library should ask for the market reports which relate to the industries of its community. The range of subjects discussed covers every animal product from eggs to hides, all kinds of vegetables, fruits, as well as dairy products and wools. These market reports are what people in small cities need.

The National education association has issued a little pamphlet "Program of service" that is full of interest. After reviewing the work of the N. E. A. for the past 60 years, it sets out a plan of work for all who are interested in the promotion of education. The association, despite war, epidemics, high cost of living and low salaries has more than doubled its membership during

the past two years, and now has about 35,000 members. Its goal is to get the majority of the 700,000 teachers in the United States into membership in the N. E. A. on the ground that the larger the organization, the greater its power.

In answer to an inquiry concerning future volumes of the Evans American bibliography the author says that volumes 9 and 10 have been ready for the press for several years, but the loss of European patronage and the greatly increased cost of production would entail a loss to the author if he should publish them. It is hardly to the credit of American librarians that not a sufficient number of them are subscribing for the work to pay for the cost of printing. There must be hundreds of libraries whose incomes would justify the purchase of the great work which Mr Evans has done in American bibliography and the work ought not to be allowed to lapse for lack of interest.

A state librarian of more than ordinary discernment in bibliographies says of the work, "I have found the eight volumes of American bibliography invaluable in recent research in the interests of our library. It is a pity that the other volumes ready for the press should have been held back for years and that their future publication is uncertain. Surely this is the time when the library profession should rally to the support of a work so helpful and of such permanent value, a value which must increase as time passes.

I suspect that an uncharitable utterance in print by another bibliographer—who could not have information in advance of the work—may have prejudiced not a few librarians against the work itself. But certainly the nature of the work as shown by what has been done, warrants large libraries especially in giving advance subscriptions. It is hardly to our credit that the European bibliographers have shown greater appreciation of this work than have American bibliographers."

### Library Schools

#### California state library

The present class of the State library school is starting work with great promise. One of the lines of work which is arousing most enthusiasm and interest is the course on county library service given by Mrs May Dexter Henshall, School library organizer. The course will consist of 15 lectures covering in detail the history and development of county library work throughout the United States, with particular emphasis on present conditions in California. The law will be carefully analysed, points of administration will be discussed and outstanding features of the work in the different counties of the State will be described. This course will be followed by a course of lectures on School library service, the plan being to give the students a complete view of county library work as it is carried on today in California.

Miss Esther Bomgardner, '15, has been appointed librarian of the Normal school library, Flagstaff, Arizona.

#### Carnegie library school

There are 8 students enrolled in the General library course, 7 in the Children's librarians course, and 4 in the Academic library course.

A course in "The use of books and libraries" is being conducted by the principal as part of the required work of the freshman year of the Academic library course given jointly by the Carnegie institute of technology and the Carnegie library school.

Miss Mary E. Baker, head of the technical group, has been placed in charge of the new edition of the classified catalog of the Carnegie library of Pittsburgh. Miss Baker will also conduct the work in indexing and filing formerly given by Miss Howell.

The course in Reference work will be conducted by Miss Lucy E. Fay.

The school will again co-operate this year with the University of Pittsburgh and the Margaret Morrison Carnegie school through an exchange of instructors. Miss Edna Whiteman, instructor

in story-telling in the school, will conduct courses in story-telling in the university and Margaret Morrison school. Dr Jesse Hays White of the University of Pittsburgh and Mrs Irene Farnham Conrad of the Margaret Morrison school will conduct courses in the library school on "Child psychology" and "Social agencies," respectively.

The Carnegie library school association has formed a local chapter in Pittsburgh, with the following officers: Miss Effie L. Power, president; Miss Eleanor Sibley, corresponding secretary, and Miss Grace Aldrich, secretary-treasurer. The purpose of the chapter is largely social. Frequent meetings are planned during the year.

Florence Broderick, '16, was married on September 22, 1919, to Ralph Lake Burgess, in Denver, Colorado.

Mary D. Hutchinson, '12, who has been studying at Columbia university, has returned to her former position of librarian and instructor, Normal school branch, Cleveland public library.

SARAH C. N. BOGLE,  
Principal.

#### Chautauqua

The nineteenth session of the Chautauqua library school, July 5 to August 16, had three groups of students, freshmen, sophomore and junior classes. When each class will have had four summer sessions, it will be credited with one year of regular library school work. There will be four groups of students in 1920 when the first class will be graduated. Those only are accepted who are already in library positions.

The regular staff was made up of Miss Mary E. Downey, director; Miss Mary M. Shaver, Vassar college librarian; Miss Jennie D. Fellows, New York state library; Miss Mabel C. Brazy, assistant superintendent of schools, Newton, Massachusetts; Miss Mae Byerley, of the Arts and Crafts school.

Courses in literature and history were given by Prof Edwin Mims, Vanderbilt University; Dean Percy H. Boynton, University of Chicago, and Prof T. F. Moran, Purdue university. History of librarians, Prof A. S. Root; Library



work with children, Miss Adaline B. Zachert; special lectures were given by various experts doing other lines of work in Chautauqua institute.

The student body was made up as follows: Ohio, 12; Utah, 6; Indiana, 5; Michigan, 4; Florida, 3; Missouri, 3; New York, 3; Pennsylvania, 2; Idaho, 1; Illinois, 1; Kansas, 1; Kentucky, 1; West Virginia, 1; Canada, 1.

MARY E. DOWNEY.

#### University of Illinois

The school began its regular fall session at the opening of the University on September 24. The school consists of 14 seniors, of which 9 are from Illinois, 3 from Kansas and 1 each from Michigan and Ohio.

Of the 19 juniors, 7 are from Illinois, 3 from Michigan, 2 each from Iowa and Indiana, and 1 each from Texas, Nebraska, North Dakota, North Carolina and Kansas.

The faculty remains unchanged, with the exception of the appointment of Sarah Lawson, '17-'18, who takes the place of Angeline McNeill, as junior reviser. Miss Lawson has been spending the past year on the staff of the University of Texas library.

The Library club held its first meeting for the academic year '19-20 on Thursday evening, October 16. The meeting took the form of a welcome to new students in the library school and members of the staff.

The faculty and staff were well represented at the meeting of the Illinois library association held in Peoria, October 7-9. Maude McLaughlin, of the senior class, also attended the meeting. On Wednesday evening, those Illinois librarians who had their training at the University of Illinois library school, met for a reunion and dinner. Covers were laid for 23, including Director Windsor, Miss Curtis of the faculty, and Miss Hubbell, president of the Illinois library association. The occasion was informal and there were no speeches.

Owing to the resignation of Mr F. K. W. Drury, assistant librarian, certain features of the curriculum will be somewhat modified. Mr Cleavinger will

teach senior book selection in addition to the course in Library buildings and equipment. The course in advanced order will be given later in the year.

Roma Brashear, '14-15, who has been doing canteen work overseas, has returned and after a few weeks spent at her home, has become reference librarian in the Texas state library at Austin.

Mary E. Smith, '08-09, who has been recently assistant librarian at the University of Wyoming, has resigned that position to become assistant librarian of the Washington state college at Pullman.

Clara L. Abernathy, '16-18, has been appointed to a position on the staff of the Washington state college, at Pullman.

FRANCES SIMPSON,  
Assistant director.

#### Los Angeles public library

The Los Angeles library school opened October 6 with the largest class in its history, 24 regular and 12 partial students. Of the students in the regular course, 11 are college graduates. The others with the exception of two who have had considerable library experience have had from one to three years of college work. One student is taking the course in the Library school as her senior year in Occidental college, leading to the degree of A. B.

Additions to the faculty include Faith Smith, who will give a new course in Work with schools, and the usual Current library topics; Elsie L. Baechtold, who will lecture on special libraries, Gladys Percey, instructor in reference and classification, and Albert C. Read, instructor in order and accession.

Elective courses will be offered in story-telling, school libraries and business libraries this year. Miss Haines' courses in trade bibliography and history have been extended and three of her "oral clinics" will be required of all students, with additional instruction for those who need practice in public speaking.

#### New York public library

The library school opened on September 22 with an enrollment of 27 junior students. Students are registered from Alabama, Canada, Connecticut, Indiana, Iowa, Massachusetts, Michigan, New

Jersey, New Mexico, New York, Oregon and Pennsylvania. For the first time for a number of years there are no foreign students. As to preparation, three have master's degrees, seven have bachelor's degrees, and of the others, eleven have had some formal study in addition to their high school.

The first week of the session brought a number of unusually interesting outside lecturers. Dr H. Escher, director of the central library at Zürich, who is touring the eastern United States for the purpose of inspecting libraries, told of library conditions in Switzerland. Miss Zulema Kostomlatsky, assistant librarian, Portland, Oregon, described some of the means by which that library exerts its influence among the civic institutions of its community. F. W. Jenkins, librarian of the Russell Sage Foundation, gave a talk on the Library as a civic factor. Mr Luis Montilla, head of the cataloging department of the Philippine library and museum at Manila, was also a visitor.

Open courses are offered in January, February and March. Information with regard to this work will be sent to anyone interested.

Thru the courtesy of the R. R. Bowker Company, facilities of the school for examining new books are to be increased under an arrangement by which a consignment of new books is lent weekly to the school for inspection by the students and faculty.

A new social feature to bring the students in contact with alumni and other library workers, will be a series of weekly readings followed by a social hour. These gatherings will be held on each Wednesday afternoon throughout the year. At the initial meeting on October 1, the program consisted of readings from modern poets by Miss Sutliff, and on October 8, Edmund L. Pearson, editor of publications of the New York public library, favored the company by reading selections from his own work.

ERNEST J. REECE, Principal.

#### New York state library school

The registration for the present year is 36. The senior class numbers 19, the

juniors 17. Four of the seven men have been camp librarians—(Messrs Chenery, Morgan, Munn and Richards). Misses Harrington ('19), Lounsbury ('17) and Topping ('11) have returned for their senior year. Five Norwegians and one Chinese student are enrolled. All but three of the entire student body have had some library experience.

The movement from war service back to library work is well under way. A few recent instances follow: Venice A. Adkins leaves the Ordnance department at Bridgeport, Conn., to become librarian for Breed, Abbott and Morgan of New York City. Earl H. Davis has been discharged from the medical corps, U. S. A., and has been put in charge of the Applied Science department of the St. Louis public library. Captain Donald B. Gilchrist of the U. S. field artillery has been appointed librarian of the University of Rochester. Anne M. Mulheron has become a member of the staff of the Library association of Portland, Oregon. Katherine A. Searcy has been appointed chief of the loan department of the Gary (Ind.) public library. Asa Don Dickinson has left the A. L. A. War Service to become librarian of the University of Pennsylvania. On the other hand, Charles H. Brown has resigned as assistant librarian of the Brooklyn public library to become library specialist in the U. S. Navy. Luther L. Dickerson (Summer school, '09) has taken a similar position with the U. S. army. Carl H. Milam has resigned as librarian at Birmingham, Ala., to become director of the enlarged program of the A. L. A.

"Notes and samples" collected, lately received from Leon Solis-Cohen (B. L. S. '05) and Fanny Hart (Class of 1908) have helped fill the remaining gaps in the "Documentary history" and other files of school material.

Class officers have been elected as follows: *Class of 1920*—Elizabeth deW. Root, president; Hazel M. Leach, vice-president; Malcolm O. Young, treasurer. *Class of 1921*—Anna Shepard, temporary chairman.

FRANK K. WALTER.

**Pratt institute**

The school is sending out the triennial questionnaire to its graduates to ascertain the facts about their present positions, salaries, hours of work, etc. Never before has this information been so greatly needed. We are being asked daily questions about library salaries, how much the recent graduates are getting, what a library of medium size should pay its children's librarian, what a business house should offer to get an efficient librarian, and how much a head cataloger can be secured for. The last three years have brought so many changes that our records are hopelessly behind and our statistics inaccurate. But we hope, as the result of the questionnaire, to be able to have facts definite, reliable, and up-to-date upon which to base our statements.

Tho our course of lectures from outsiders does not begin until November, the school has been fortunate in having talks from several visitors,—Miss Kostomlatsky of Portland, Oregon; Miss Cowing, who gave an enthusiastic account of hospital library service, and Miss Ruth Hoffman, children's librarian of "Your House," Johnson City, N. Y.

An arrangement has just been made by which the new books added to the library are to be placed daily, for the inspection of the class, on shelves in the reference department.

JOSEPHINE A. RATHBONE,  
Vice-director.

**St. Louis**

The 18 students who graduated in June have received appointments as follows: Two in Evansville, Indiana; one in Ft. Wayne, Indiana; one in Waterloo, Iowa; one in Great Falls, Montana; one in the University of Illinois library, part time while taking college work, and 11 in the St. Louis public library. One did not wish to take a position this winter.

Of the entering class of 13 members, six have had previous experience, one in the Carnegie library, San Antonio, and the Rosenberg library, Galveston; one at the Jefferson Barracks library and the St. Louis Dispatch office for war books; one in the Alton public library and the

catalog department of the St. Louis public library, and three others in the St. Louis public library.

The Harris teachers college announces an extension course of 12 lectures given in co-operation with the St. Louis library school beginning October 4. The object of the course is two-fold: to enable the student to make a larger use of the resources of the library for professional aid and to assist the student in the personal use and enjoyment of the library. Instruction will be given by members of the Library school faculty.

ARTHUR E. BOSTWICK.

**Simmons college**

The registration in the Library school has returned to normal, with a geographical distribution unusually wide within the United States, and inclusive of Norway and Japan.

Eighteen of the new students have had some library experience, ranging from a few months to over six years.

Almost all of the seniors worked far beyond their required two weeks this summer, some of them holding positions of responsibility which they might have retained. Their return to college is therefore a test of their belief in professional training.

The first social activity of the season was a tea given in the Library school room by the seniors to welcome the one year group.

One of the interesting developments at Simmons during the last three years is the increasing number of students who transfer, with one, two, or three years of advanced standing, from other colleges, to get the benefit of the vocational training in connection with the usual academic college courses.

They are given the same standing at Simmons that they would have had in the institutions from which they come.

Miriam Apple, '18, librarian, Hood College library, Frederick, Maryland.

Stella Beal, '08, married October 8 to Mr Noble Hawley Merwin, Jr. To live at 2428 Hillman Street, Youngstown, Ohio.

Minnie Burke, '11, recataloging, Public library, Bridgeport, Connecticut.

Ruth Hatch, '15, reference librarian, Public library, New Bedford, Massachusetts.

Dorothy Nunn, '11, assistant, Public library, Cedar Rapids, Iowa.

Ethel Nute, '19, Juvenile department, De-Wolfe Fiske Company, Boston, Massachusetts.

Elizabeth Thurston, '13, returned from overseas where she has been with the Red Cross and later with the A. L. A. War Service in Paris.

JUNE R. DONNELLY,  
Director.

#### Syracuse university

The library school began its sessions on Tuesday, September 17.

Miss Caroline Wandell of the faculty gave courses in cataloging at the summer session of the Library school at Riverside, California.

Miss Elizabeth Smith of the faculty, who was run down by an automobile last May, has recovered from the effects of the accident and is meeting her classes as usual this fall.

Prof Bradford, who served as captain in the U. S. expeditionary force and took part in the Argonne campaign, has returned to the university. He will again give the course in English recently in charge of Instructor Cushman, who has resigned to accept a position in the State university at Moscow, Idaho.

Miss Laura Merriman, '17, was married on Wednesday, October 1, to Carl Seth Winner, at Akron, Ohio.

Miss Evelyn Hart, '17, was married on October 5, at Dolgeville, N. Y., to Arthur T. E. Newkirk, Syracuse, '17, the well-known athlete. They will live at Houston, Texas, where Mr. Newkirk is engaged in the oil business.

The seniors of the library school entertained the junior class at a picnic on September 30, held at Green Lake, west of Jamesville. The weather was perfect and the occasion more enjoyable than the usual reception and tea.

E. E. SPERRY,  
Director.

#### University of Washington

The alumni association of the University of Washington library school held its annual banquet in honor of the graduating class on June 13. The following officers were elected for the ensuing year:

Laurentine Meissner, '13, president; Marjorie Zinkie, '14, vice-president; Ruth Reynolds Severns, '16, secretary;

Stella Bateman, '18, treasurer; Margaret Martin, '18, editor.

The library school has lost two of its valued teachers this year. Miss Mabel Ashley has accepted the position of librarian of the Everett public library and Miss Evelyn Blodgett has been granted a year's leave of absence.

Miss Ashley's work will be carried on by Miss Ellen F. Howe, Washington, '15, Carnegie library school, '17, who is now first assistant in the Reference department of the University of Washington library, and by Miss Ethel M. Stanley, Illinois, '15-16, who has recently been appointed head of the Order department of the University library.

Robinson Spencer, Illinois, '18, head of the Cataloging department in the University library, will take Miss Blodgett's classes.

Lydia McCutchen, '13, has become assistant in the Reference department of the University of Washington library.

Marjorie Zinkie, '14, has been appointed librarian of the Public library, Raymond, Washington.

Helen Pinkerton, '13, is going into branch work in the New York public library system.

Stella Bateman, '18, has become librarian in the High school at Boise, Idaho.

Margaret Schumacher, '16, has been appointed head of the circulation department in the University of Washington library.

Helen Stone, '18, and John Richards, '16, have entered the New York State library school for advanced work. Dorothy Hayes, '18, is specializing in children's work, and is in attendance at the Carnegie library school, Pittsburgh.

#### Western Reserve library school

The registration of the class of 1919-20 represents the following states: Ohio, 13 (8 from Cleveland), Connecticut 1, New York 1, Illinois 1, Iowa 2, Washington 1, California 2. There are 6 additional students enrolled from the children's department of the Cleveland public library for special courses in psychology of reading and principles of education, both these courses being given by Prof Lester Black of the Cleveland normal school.

The first visiting lecturer of the year was Miss Mary B. Day, librarian of the National Safety Council, Chicago, who spoke on the work of that library.

Recent changes of position of graduates are:

Anna E. Peterson, '16, branch librarian, Public library, Minneapolis, Minn.

Mabel M. Riley, '18, librarian, Carnegie public library, Huron, S. D.

Marian E. Kirk, '19, assistant cataloger, University of Missouri.

The marriage is announced of Mildred I. Braun, '15, to Earl A. Peabody, Elyria, Ohio.

Alice S. Tyler.

#### University of Wisconsin

The fourteenth year opened October 1 with an increased enrollment, 37 (six men and thirty-one women), compared with 29 last year. In addition, 14 are taking the course for teacher-librarians which is offered to juniors and seniors in the College of letters and science, who are preparing to teach. Geographically, nine states are represented in the regular school as follows: Wisconsin, 16; Michigan, three; Indiana, Illinois, Kentucky, Minnesota and Nebraska, two each; Kansas and Oklahoma, one each. In addition, the four Filipino students are completing the course which they began last year. There are also one each registered from Canada and Norway.

Twenty-three enter with previous library experience, ranging from one to ten years. Six of these have already taken courses in library training. In educational preparation, 22 have had some college or normal school training. Five seniors in the College of letters and science are taking the course.

Two of the men enrolled have been in military service, and chose to receive their vocational training in library work. Charles R. Flack, of Edmonton, Canada, had three years' service with the Canadian Expeditionary Forces and is being sent at the expense of his government. Charles J. Macko of Chicago has seen seven months' service with the A. E. F. and was assigned to this school by the Federal Board of vocational education.

Mrs Winifred L. Davis, '16, who gave the instruction in the Teacher-librarian section during the summer, will take the same work with this class during the year.

Frances M. Hogg, '16, cataloger in the La Crosse (Wis.) public library has secured leave of absence to serve as re-

viser for the school during the first semester.

Announcements have been received of the marriage of: Winifred B. Merrill, '09, to Harold L. Geisse; Mrs Louise R. Craig, '13, to Walter L. Bissell; Blanche B. Shelp, '17, to Cambridge M. Lupfer; Grace M. Rogers, '10, to Ernest C. Hunt; Carol J. Smith, '19, to W. J. Dickson.

Sirie Andrews, '16, has resigned as children's librarian at Green Bay, to take the newly created position of school librarian, Superior public library.

Frances Bacon, '18, after completing the course in children's work at Cleveland, has accepted a position in the children's department of the Minneapolis public library.

Laura E. Burmeister, '18, the past year cataloger of the North Dakota agricultural college, has accepted a similar position in the Los Angeles County library.

Ava L. Cochrane, '16, assumed the position of librarian of the Fort Atkinson public library, October 1.

Lillian E. Cook, '12, has been appointed librarian of traveling libraries, Department of Education, St. Paul.

Mrs Winifred L. Davis, '16, has been made chief of the Traveling Library department, Wisconsin free library commission.

Nina Fjeldstad, '15, has been appointed children's librarian at Public library, Billings, Mont.

Lillian M. Flagg, '16, who since graduation has been an assistant in the Brooklyn public library, has joined the staff of the Public library, Elkart, Ind.

Mildred Goodnow, Wisconsin '17, has resigned from the Lincoln library, Springfield, Ill., to become librarian of the Public library, Plymouth, Ind.

Emma Hance, '17, is to be reference librarian of the Public library of the District of Columbia for the ensuing year.

Lottie N. Ingram, '14, formerly librarian at Wellington, Kansas, has taken charge of the Public library, Maywood (Ill.), succeeding Grace M. Rogers, '10.

Louise Joggard, Wisconsin '16, has been appointed reference librarian of the Public library, Wichita, Kan.

Corina Kittelson, '10, has been appointed cataloger of the Los Angeles County library.

Claire Nolte, '18, has resigned from the Antigo public library to become children's librarian at Clinton, Iowa.

Rosette M. Reese, '15, has become children's librarian at the Superior public library.

Caroline C. Shaw, '15, four years librarian at Marshfield public library, has been appointed organizer for the Iowa library commission, Des Moines.

Alice B. Story, '15, has become librarian of the High school, Lead, So. Dak. She succeeds Lucy E. Thatcher, '13, who has become librarian of the Whitewater state normal school.



## Department of School Libraries

### Library Work in School Courses\*

Florence M. Hopkins, librarian, Central high school, Detroit, Mich.

The world is now seeking, as never before, for the true meaning of life, liberty and the pursuit of happiness. Our search is entering into commercial, industrial, educational, religious and all other phases of human life; it is no longer confined to individual or even national interests, but has become international, interracial and world-wide. We are alive with hope and faith in the great reconstruction which is upon us. Librarians, with others, have reason to feel that they, too, should have a seat at the reconstruction table when educational adjustments are considered, and that they should be admitted into the league of human activities for the betterment of mankind.

The marvelous rapidity with which camp libraries were developed has proved that the public recognizes the essential value of books when the sacred things of life are in danger. If a corresponding effort could be given to developing the library in times of peace, schoolmen would soon be obliged to admit that librarians were right in choosing their slogan: "The public library is an integral part of public education."

Ten or fifteen years ago, even the most optimistic of librarians would scarcely have dared to suggest that primary school buildings should be provided with a library as much as with a kindergarten room, and yet some progressive cities are now actually planning to include a room for a school library for the primary and grammar grades as well as for the high schools. The inevitable step which must follow, is, of course, that the school authorities appoint a librarian especially qualified for her work as they do teachers in charge of other special branches. It is relatively a greater mistake to leave the library interests of the school to any

teacher who happens to have a little spare time, and loves books, than it would be to leave the domestic science interests to a teacher who is a good cook. Emerson was in advance of his time when he said: "Colleges, while they provide us with libraries, provide us with no professor of books; and, I think no chair is so much needed." If we wish to lead our times, we must recognize that it may be even more important to provide a professor of books for primary, grammar and high school grades than it is for colleges, for taste is formed in youth; in mature life one is more capable of helping himself.

Imagine for a moment what an influence for the development of public taste could be set in motion if our schools would seriously consider embodying a library hour, weekly, if not daily, in each grade from the kindergarten thru college! Under proper guidance, work of this kind might create, within a generation, a demand for a more wholesome humor than now appears in the comic section of our newspapers and in the vaudeville of the popular moving picture theaters. Imagine also, what may be the result if no concerted effort is made to counteract such maudlin influences. A library hour could be planned to relieve the purely utilitarian courses with talks illustrated by books upon subjects which would enlarge the student's horizon, develop a love for the finer influences of life, and an independence in self-directed reading and study. That such an hour is possible has been proved by the public libraries in the wonderful work accomplished by children's librarians. The public libraries have shown that the schools have neglected a very important field. A series of graded studies could be planned in connection with a course in the choice and use of books for the development of taste, as easily as courses have been graded in music, manual training, history, and other subjects. The necessary equipment and teaching force would not be out of proportion with cooking centers, gymnasiums, typewriters, microscope, labora-

\*An address before Library section of N. E. A. at Milwaukee, July 3, 1919.

tory apparatus, all of which are now considered essentials. A library hour would bear the same relation to school work as concerts and lectures do to civic life. A balanced educational system should consider the need of wide views of many subjects, as well as detailed skill in a few. Many universities require that students preparing for law or medicine shall take work in the literary department also, that the professions may stand for refinement as well as for efficiency. A corresponding need exists all along the line, and we librarians think that the library hour under a graded system is the avenue through which this need can best be met. The choice of a life work is frequently determined by some apparent chance. I have heard a high school science teacher say that his first interest in the marvels and beauty of science was awakened by a popular lecture on physics; another teacher was influenced to make language a specialty because of an interesting talk on the development of words. It was the inspiration which a child felt, while wandering with perfect freedom in a library, that led to the chain of Carnegie libraries in this country. Astronomers tell us that had it not been for the enlarging view of the heavens, civilization would be centuries behind.

The following extract, taken from an essay written by a Russian student in junior college, shows how a foreigner has caught the atmosphere of the American library, and has responded to the fact that a trained librarian is essential to a complete educational system.

"If you have any sorrows, come into the library. If you have had expectations, dreams and hopes which have vanished like smoke in the air, come into the library; seek a quiet little corner, and there find your consolation. The surrounding books look upon you from the shelves and speak to you: 'Take us, open and read us; you will discover that you are not the only unhappy being in this world.'

The library and the librarian are important factors in our lives. The library is the temple, the librarian is the priest;

the library is the university, the librarian is the professor; the library is the theater, the librarian is the manager. Some have lost their God in the present world of materialism, but they may find Him thru the ancient records and books of the library. Others have missed the chance to complete their education in school; but they may complete it in the library. Still others look for pleasure and entertainment, and the library may furnish this, too. In every case the librarian is the one who aids the seeker to find that which he needs."

Does not such response as this prove that there is a latent delicate power in the library field which is so priceless that it should be conserved at any cost?

### An Effective Organization

There is a Story-telling committee of the Illinois council of Parent-teacher associations, of which Althea Bridges, Story-teller, Peoria public library, is president, and Georgene Faulkner, Faulkner school, Chicago, is vice-president of the committee of nine.

The chief motive of the Story-telling committee is to prove the educational values of story-telling and to promote the use of the oral story in the homes, schools, libraries, settlements and other public institutions where young people are assembled for instruction and recreation.

This committee will organize Story-tellers' leagues, plan class instruction for student story-tellers and call forth trained workers for this field of community service.

Story-telling is to be used as a strong link between the public library and the school to bring about a wider circulation of classic literature. The Better-speech movement will be aided through guidance in selection of stories containing proper forms of English expression. The Junior drama league will be organized in many communities and pageantry will be developed through the use of the oral story. This committee will aid in the selection of Best-story films and will tell stories in connection with the moving pictures when occasion offers.

"Ear and heart open to the genuine story-teller as flowers to the spring sun and May rain."

The following recipe for story-telling is suggested:

Select a story with a plot that has proven interesting to you and study it thoroughly. Memorize the conversational parts. Memorize the various steps in the plot; build up a framework by adding necessary details, descriptions, etc. Lead steadily up to the climax and then finish the story while the interest is at its height. Practice telling until confidence is gained. Study Mother goose, Old nursery tales, Folk lore, Aesop and the Bible as models. Leave the plot just as the author presents it. LIVE the story as you tell it; paint vivid word pictures and beware of making the story too long. Use only spontaneous, natural gestures.

A circular has been sent out to schools and libraries of Illinois, of which the chief points are as follows:

Urging strong support in bringing about the regular use of the oral story in the public library and the school.

This does not mean special hours of entertainment for children. It means the proper use of the great masterpieces of literature throughout the grades and high school in direct connection with the regular school curriculum—the use of the oral story in connection with history, reading, language, geography, art and science.

In the public library, the educational story is given to graded groups of children to direct the choice of material for reading at certain ages.

In both the library and the school the pantomime and drama may be taught by the story-teller with frequent dramatizations by large groups of children.

School and library boards should welcome the educational story-teller for she is a living educational force in the community.

The following questions are asked: Have you a library story-teller? Has she a regular time for visiting the schools? Does her work stand for education or mere recreation? Does she reach the

grammar grade and high school students?

There is a strong demand for this educational story-telling.

Are the story-tellers of Illinois ready to meet this demand?

### A Helpful Tool

"School library management," by Martha Wilson, is a very helpful contribution to the "tools" necessary for better service in the multitude of school libraries which are being rapidly organized in all parts of the country, as well as those already established.

Miss Wilson is no new hand at solving the problem of the school library, having served as librarian of the Department of education in Minnesota for several years, before going to the staff of the Cleveland public library, where she now has charge of the school library department.

In the preparation of this 126-page pamphlet, a revision of one by the same title which she prepared some time ago for the use of the Minnesota school libraries, Miss Wilson has had the benefit of suggestions from Miss Pritchard, Normal school library, Bridgewater, Mass.; Miss Richardson and Miss Damon, Geneseo, N. Y.; Mr F. K. Walter, State library, N. Y., and also the pamphlet, "School libraries," published by the Library Bureau.

The present work is a practical little handbook which sums up in convenient form all the best practices in school library organization and management, designed to help the untrained or partially trained librarian, as well as forming a convenient reference aid for those of more experience. It gives in logical sequence and in untechnical language, all the important points from the selection of a proper room, the selection, ordering and buying of the books to the general organization of the library and the methods of carrying it on in an approved manner. The various processes of preparing books for the borrower, the charging system, accession record, shelving and cataloging are explained briefly but in sufficient detail for a beginner's comprehension. There is included a sug-

gestive outline for lessons on the use of the library to be given by the librarian to the high school pupils. It is the best brief aid of this type in print, and may also be used by the librarian of the small public library, as well as the school library, since so many of the principles are identical.

Z. K. M.

### "What Book?"

The Public library of Pittsburgh, in an effort to increase serious consideration of books is issuing a little pamphlet rather semi-occasionally perhaps, under the title "What Book?" A number issued July 1 is termed the Children's number. This contains letters from a number of children of school age, telling what books they like best, and why they like them. This effort makes an appeal to the group instinct of one class of children, and to the spirit of imitation in another. The first is a valuable asset, in that it is usually based on reasons that may be worthy and will oftenest lead to reading with a definite object in mind.

The second may be less praise-worthy, but even so, rightly directed may influence and bring into the thinking group, one who otherwise might not attempt to do it.

An interesting view is that presented by the distance and all that it stands for, between the reason why Orton Lowe likes "The sole, unparalleled Arabian Nights,"

Book of rocs,  
Sandlewood, ivory, turbans, ambergris,  
Cream tarts and lettered apes and calendars,  
And ghouls and genies . . .

and the reasons given by the school children from 10 to 14, why they like the books they mention. It would seem that the books chosen by the children of today are less worth while than that mentioned by Mr Lowe. They undoubtedly are in some particulars, but Mr Lowe gives his opinion after what may be weary years of hard service, of practical realities of every day life and he may be turning back to the book of "Rocs" with enthusiasm, which he did not feel at the time he read those wonderful pages of "a thousand nights and one night."

### Los Angeles Coöperation

The School and Teachers' department of the Los Angeles public library is having a series of "At Homes" for teachers. The first one was given to teachers of Immigrant Education in the public schools, and for this occasion an Americanization exhibit was prepared. A frieze of charts extended around the whole room. These were prepared by the public school teachers and showed methods of teaching English. Photographs showed work done by other organizations in Los Angeles. Charts and printed matter were contributed by the State commission of housing and immigration. There were displays of books on Americanization, lives of immigrants from Gov. Bradford to M. E. Ravage, English texts for foreigners, bibliographies on the Mexicans in the United States, Armenians and Syrians in the United States, lists of books in foreign languages and pamphlets on methodology.

A very interesting series of photographs was prepared to show teachers how to explain to foreigners the use of the public library. The first one showed that it was in an office building not in a separate library building, and on a certain street. The second was of people entering an elevator, showing that it was necessary to take an elevator to reach the library. The third showed a group of Mexicans obtaining cards at the registration desk, and the fourth the same group standing at the book shelves being assisted in their choice of books.

More than 100 teachers visited the exhibit on that day alone, and showed considerable interest in the room and its facilities, as well as in the display. Teachers have been enthusiastic in their expressions of pleasure over having a room of their own for quiet study. The cosiness appeals strongly to them.

A little colored girl came to the librarian and said, "Missus, will you please write a note to the library teacher in Washington, D. C.? We are going to move there and I don't want to sign another card."

### H. S. Librarians of Detroit

At the Teacher's institute held in Detroit in September, the librarians of the Detroit high schools met for the first time as a working part of the educational system of that city.

The programs were very interesting and the discussions helpful and productive of much enthusiasm.

On Wednesday, Miss Florence Hopkins of the Central high school was leader. She presented Miss Crum of the Burton library, who gave an interesting talk about the Burton library, a fine collection of books and manuscripts on American and local history, which is to have its own corner in the new city library.

Miss Amelia Poray, librarian at Northwestern high school, led the discussion of Thursday. On her program were Miss Winton of Cass high school, who discussed the use of Government publications; Mr Norvak, the principal of Northeastern, who spoke of the value of the library in the high school and the relations between the faculty and librarian. Mr Bechtel spoke briefly on library work and Miss Hodge on the aesthetic side of library work.

Mrs Chamberlain of Eastern high school was the Friday leader and presented the following program:

Subject analytics, Mrs Holmes of Northwestern high school; Co-operation between teachers and librarians, Miss Rockafellow of Northern high school; The library as a factor in good citizenship, Miss Amelia Poray of Northeastern high school.

Miss Poray's talk was an extremely fitting close for the three days of conference and awakened the librarians to the consciousness that they are really becoming a vital part of the school system.

MRS MARY F. HOLMES.

"Some day I hope to see my works side by side with those of Shakespeare."

"I'd be glad to see it, Snagglebury. But aren't you hoping too much?"

"Why so? If there is anything in indexing, Shakespeare and Snagglebury may well appear on the same shelf."—*Louisville Courier-Journal*.

### N. E. School Library Assoriation

A meeting of the School library association of New England was held in the library of the Hartford high school, on October 11. The first speaker, Caroline M. Hewins, librarian of the Hartford public library, was introduced by President June R. Donnelly as pre-eminently through her interest in children's literature, the one to welcome such an association to her city.

After Miss Hewins' words of greeting W. D. Hood, principal of the Gilbert school and member of the Connecticut State board of education, spoke on "A school man's view of the school library." To him, the library was a department of the school distinct from all the others and yet as closely in touch with each that the librarian knew "what next" and was ready to produce it. Since under such conditions the library was the busiest spot in the school and since if the librarian is required college and technical training, and in his opinion teaching experience, it must logically follow that the librarian be rated in authority and salary with department heads.

Marian Lovis, librarian of the Stadium high school, Tacoma, Washington, said in speaking on Library opportunities in large schools, that the student should find in the library the cultural and social as well as the informational center of the school. The library should relate itself in the mind of the pupil with all his school activities; should provide the atmosphere of books, and the intangible force of inspiration for self-development which comes through association with books; should afford an opportunity for the discovery of individual tastes and for unobtrusive and systematic guidance by the librarian in choice of reading; should so fix the habit of looking to books for both information and pleasure, and so establish the use of libraries that the foundation of that culture which we recognize in the term "well read," will be laid in the high school.

Mrs Curtis Hakes, one of New England's first advocates of the school library, in speaking of Library possibilities for



small schools, urged that the librarian of the public library be not content to meet the schools half way but go all the distance needed to make all its volumes available to the schools. She also urged that the school's collection of books, no matter how small, be a "live" one, touching all points of the school's interests; that the pupils have access to it and that they be guided by one who has at heart, first, the business side of the school, and second, the cultural.

The addresses of the morning were so completely in sympathy with the certain standard which the association had been considering establishing that it was proposed and unanimously adopted as the ideal toward which the association should strive to reach. It is here given in brief form:

**A standard high school library**

- I. Appropriate housing and equipment. A room for library use only, with seating capacity of from 5% to 10% of daily attendance.
- II. Professionally trained librarian. A college degree and technical library training.
- III. Scientific selection and the care of books and other material. Collections of 3,000 to 8,000 books for 500 to 1,000 students.
- IV. Instruction in the use of books and libraries. Minimum of three recitation periods per year.
- V. Adequate annual appropriations for salaries and maintenance.

At the beginning of the afternoon session, Mary H. Davis, librarian of the Brookline high school, told of the association's plans for a round table and an exhibition at the meeting of the National council of English teachers at Boston in November, and asked for co-operation in gathering material for the exhibition.

Alfred M. Hitchcock of the Hartford high school told of his own experience in tempting pupils to read. "Read-a-bit" bulletins posted fortnightly and brief talks on them, supplemented later by readings from the books mentioned, and still later by readings from the books by the teacher, and finally book tables, conferences and readings by the pupil (the teacher in the background) were the various steps as

they developed. Most of all, Mr Hitchcock stressed the culling from the teacher's own wide reading and presenting to the pupils of ideas, phrases, poems, and bits of information about authors, thus humanizing literature and suggesting that the instructor gets pleasure and profit from his own reading and encouraging the pupils to think it worth while to avail themselves of what literature has to offer.

Alice M. Jordan of the Boston public library chose as the topic for her book talk, Books on other lands, feeling that in this time of struggles between peoples and between classes there was greatest need of that stimulation of the imagination which leads to a comprehension of other lands and other ideals. Her list ranged over the continents and was of books chosen for their truthfulness to the life described, charm of portrayal, and appeal to youth. Plans for the Saturday Book conferences were outlined by Miss Jordan in the absence of the committee chairman, Bertha E. Mahony.

The monthly bulletin of the Los Angeles library for October contains an outline of the school-library activities of that city, with a valuable outline on training children to use the library.

Ignorance is death. By ignorance I mean, not ignorance of books, but ignorance of environment—irresponsiveness. Books are not an end in themselves; education may lead to damnation as well as to salvation; books and education are only means to an end, an end that may be missed, but that end is the greatest of all man's goals. The end of education is the loosing of man's soul into the region of wonder, the filling of his darkness with the light of understanding, the nurturing of his spirit on the milk of Paradise. The end of education is to make the dead soul a living soul, and the living soul a growing soul, and the growing soul a Personality that still hungers and still thirsts for the ultimate satisfactions of divinity.—*Harold Begbie.*

### News from the Field East

Elizabeth Butcher, N. Y. State, '18-19, has been appointed cataloger in the Wesleyan University library, Middletown, Conn.

The Detroit public library has issued a special list of books, pamphlets and periodical references on the American citizen.

Helen G. Cushing, N. Y. State, '19, has been appointed general assistant and cataloger in the New Hampshire College library at Durham.

Grace A. Child, Pratt '97, formerly librarian of the Gilbert school, Winsted, has been made librarian of the State normal school at Willimantic, Conn.

Miss A. M. Monrad, the head cataloger at Yale University library, and Mr M. Humphreys, the head of the order department, were ranked as assistant professors on July 1, 1919.

Anna L. Bates, who has been librarian for two years of the High school library, Quincy, Mass., is now in charge of the High school library, Hartford, Conn. The former librarian, H. Mary Spangler, is taking a rest at her home in Mercersburg, Pa.

Beatrice N. Weibel, librarian of the Maplewood branch of the Public library, Malden, Mass., has been appointed librarian of the Nevens memorial library of Methuen, Mass., succeeding Miss Harriet L. Crosby who has been librarian for the past 20 years. Miss Crosby is retiring from active library work.

A report of the Phoebe Griffin Noyes library, Old Lyme, Connecticut, shows a slight increase in the serious use of the library during the year. Very close co-operation of the library and the school was maintained.

The reference course was given in the seventh and eighth grades. During the year, the number of books circulated was 8,420. A gift of 2,000 volumes was received by the library during the year. Bessie Connelly is the librarian.

Miss Grace Kingsland, for six years with the Vermont free library com-

mission, has been made secretary of the Library commission in New Hampshire. Miss Kingsland will visit the libraries of the state, give advice and instruction in book buying, technical methods, and render service in any way possible to the librarians of New Hampshire.

Miss Kingsland will have her headquarters at the State Library building, Concord.

John Adams Lowe has been appointed assistant librarian of Brooklyn public library, to succeed Chas. H. Brown, resigned for library service in the navy department. Mr Lowe has done remarkable work with the Massachusetts library commission and at Camp Devens. He is a graduate of Williams' college from which he took an M. A. degree and where he served in the library for 11 years. He is a member of several clubs and societies and has contributed frequently to magazines.

### Central Atlantic

Esther A. Giblin, Pratt '16, has taken a position in Brentano's book store.

Claire N. Atwater, Pratt '17, has been appointed librarian of the public library, Lockport, N. Y.

Anna L. Patton, N. Y. P. L., '15-16, was married on August 18, 1919, to George David Pierson.

Venice A. Adkins, N. Y. State, '12-13, has been appointed librarian for the law firm, Breed, Abbott and Morgan, of New York.

Mary A. Eastman, Pratt '16, has accepted a position with the New Jersey Zinc Company at Palmerton, Pennsylvania.

Alice F. Muench, N. Y. State, '18-19, has gone to the New York public library as assistant in the reference cataloging division.

Martha C. Pritchard, N. Y. P. L., '12-14, librarian of the Massachusetts State normal school, Bridgewater, is on leave for a year's study at Teachers college, New York City.

Florence I. Holmes, B. L. S., N. Y. State, '12, is substituting as librarian of Wilson College library, Chambersburg,

Pa., for Miss Erskine, who is on leave of absence for the year.

Mildred E. Davis, Pratt '10, who has been children's librarian for three years, has been made head of the circulation department of the Utica public library.

Nelson W. McCombs, N. Y. P. L., '17-19, has been appointed librarian of the Federal Reserve Board library, Washington, D. C.

Ursula K. Johnstone, Pratt normal course, '13, has resigned from the office of the British consulate to take the position of file executive with Haskins and Sells.

Marion H. Fiery, Pratt '17, who has been in the office of the children's department for two years, has been made children's librarian at the Mott Haven branch of the New York public library.

Florence G. Finney, Pratt '17, formerly of the Carnegie library at Pittsburgh, has been made assistant librarian of the Carnegie library at State college, Pennsylvania.

Hilda M. Lancefield, B. L. S., N. Y. State, '17, resigned her position as first assistant of the Saratoga branch of the Brooklyn public library to accept a similar position at the Albina branch of the Portland library association.

Elsie Rackstraw, N. Y. P. L., '17-19, has left her position in the library of the Federal Reserve Bank of the New York district. She has been appointed cataloger in the library of the Federal Reserve Board, Washington, D. C.

Marian P. Greene, N. Y. P. L., '12-14, children's librarian of the Morrisania branch of the New York public library, has returned from France after service of a year and a half in Red Cross reconstruction work.

Donald B. Gilchrist, B. L. S., N. Y. State, '15, has succeeded James A. McMillan as librarian of the University of Rochester. Mr Gilchrist served overseas with the U. S. Field Artillery and as librarian of the American Peace Commission.

James A. McMillan has become li-

brarian of Washington University, St. Louis, Mo.

Alice K. O'Connor, N. Y. P. L., '11-13, who has been in France engaged in war service with the Y. M. C. A., for about 18 months, has returned to be children's librarian at the Seward Park branch of the New York public library.

Asa Don Dickinson has been appointed librarian of the University of Pennsylvania, to succeed Dr Morris Jastrow. The latter resigned this post to devote his entire time to his professorship of Semitic languages.

Mr Dickinson has been librarian of the State college of Washington, the Union college and of the Public library, Leavenworth, Kansas. He was engaged by the government of Lahore, India, to establish a library in connection with the University of Punjab.

Miss Emma V. Baldwin, for more than 20 years librarian's secretary of the Brooklyn public library, has severed her connections with that institution. Miss Baldwin will engage in a period of study and investigation which she has desired to do for a long time, but which she has not been able to do in view of the pressure of her work in the Brooklyn public library.

#### Central

Rosalie H. Brooker, N. Y. P. L., '17-19, has been appointed branch librarian of the Alta branch of the Cleveland public library.

The Public library of Detroit has opened a special reading-room for the blind at Lothrop branch with a trained librarian in charge.

The Public library of Evansville, Ind., has received from Charles S. Wedding, a valuable gift of 2,293 volumes, being his private library.

Mr. T. B. Walker of Minnesota has presented a park consisting of more than six acres of ground on which to construct a new library building for that city.

Miss M. C. Snipes of Plainfield succeeds Miss Wade with the Indiana commission. Jane R. G. Marshall (Wis-

consin) has joined the commission force, also.

Bessie Sargeant-Smith has been appointed supervisor of branches of the Cleveland public library.

Edna L. Goss has been appointed chief of the catalog division of the public libraries at St. Paul, Minn., succeeding Mrs J. T. Jennings.

Katherine Searcy, for some time librarian of the base hospital at Fort Houston, Texas, has been appointed assistant librarian of the Public library at Gary, Ind.

Adria A. Hutchinson, Pratt '17, who has been at the Charleston dispatch office for the past year, has been put in charge of the branches of the Public library at Davenport, Iowa.

Margaret Wade (Wisconsin) for several years engaged in library work in Indiana assumed the librarian's office of the Public library, Anderson, Ind., on September 1.

Rachel Baldwin, Pratt '08, has taken the librarianship of the Deerfield-Shields township high school, Highland Park, Ill., for a year during the absence of the librarian.

Ethel I. Burwell, N. Y. State, '12-13, resigned the librarianship of Goucher college library to take charge of the reference work at the Western Reserve historical library, Cleveland.

On October 8, Dr A. D. Bostwick, librarian of the St. Louis public library, addressed the Chicago Women's club on "What the library can do for the community."

The Public library at Dayton, Ohio, has extended to all returning soldiers and sailors of that city, full library privileges, without requiring guarantors. Three thousand copies of the A. L. A. booklists have been mailed to the returned soldiers.

At the opening of the bids for the building of Cleveland's new public library, it was found that resources obtained by the issuance of bonds for two million dollars some time ago, are \$6,370 short of the lowest bid. The next step in the process will be somewhat delayed while

costs are being adjusted to the resources.

Miss Agnes Van Valkenburgh, well and favorably known as one of the prime favorites among A. L. A. speakers, has resigned from the librarianship of the Public library of Bay City, Mich., on account of ill-health.

Miss Van Valkenburgh was formerly connected with the Milwaukee public library, later with New York public library school, and still later, before going to Bay City, with the H. W. Wilson Co.

The first work, that of clearing the ground for the new building for the John Crerar library in Chicago, is well under way. The new building will be 15 stories high, and will cost \$2,250,000. The library at the start will occupy about two-thirds of the building space. The rest will be tenanted by outsiders; there will probably be shops on the street level. Part of the building is expected to be ready for occupancy, May 1, 1920.

The forty-seventh annual report of the Chicago public library reviews the notable contribution which the library made to War Service for the past two years.

The circulation for the past year was 7,477,099; number of card holders, 376,072; number of volumes in the library, 978,456. The work with the school has increased enormously. There are now 1,336 class-room deposits, 30 special deposits, with an aggregate of 67,873 volumes, and a circulation of 419,381.

Number of persons employed in the library service, 577. Number of temporary employes, 465. The number of civil service appointees, 354. There are 63 vacancies in the library. Total expenditure for the year \$729,919. Increase in the pension fund \$29,410.

#### South

Emily C. MacCormick, Pratt '19, has been made assistant librarian at Winthrop Normal and Industrial college, Rock Hill, S. C.

Carl H. Milam, N. Y. State, '07-08, has resigned as librarian of the Birmingham, Ala., public library to become director of the enlarged program of the A. L. A.

Amelia H. Robie, Pratt '14, formerly on the staff of the Pratt Institute free

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library, has become children's librarian at the Carnegie library of Atlanta, Ga.

Louise Richardson, Pratt '13, has resigned from the Carnegie library of Pittsburgh to accept the position of librarian at the Florida State college for women at Tallahassee.

Mrs Sarah S. Edwards, N. Y. State, '15-16, has gone to the University of Texas as librarian of the Bureau of municipal research and reference.

Eleanor E. Wright, formerly of the Public library of the District of Columbia, has been made librarian of the Normal school at Towson, Md.

Earl H. Davis, N. Y. State, '15-'16, has returned to the St. Louis public library after overseas service with the A. E. F. and is in charge of the Applied Science department.

Miss Margaret Calfee, of Western Reserve and New York Public Library schools, has accepted a position as Ensley Branch librarian with the Birmingham public library, and entered upon her new duties, August 18.

Bonds were voted by the citizens of Birmingham, Ala., on August 18, to the amount of \$4,500,000, for municipal improvements. Of this amount \$500,000 is to be expended for a new city hall to include a public library. The library board hopes to secure the two lower floors of the building for library quarters.

#### **West**

Verne Bowles, N. Y. State, '14, has been engaged as librarian for Street & Company, Kansas City, Mo.

Lucia Haley, Pratt '12, for several years librarian at La Grande, Oregon, has gone as assistant and teacher of cataloging to the University library, Missoula, Montana.

Mr James King, for many years State librarian of Kansas, died October 13, at his home in Topeka. He was the first president of the Kansas library association and had a perfect record of attendance on its meetings.

The U. S. Naturalization office and the Extension department of the Univer-



sity of Colorado have agreed to cooperate with the Denver public library in Americanization work and other activities in this building.

The Denver Real Estate Exchange and the Denver public library will conduct shortly a campaign for a Community house in Globeville, Denver's foreign district. The librarian of the Denver public library has drawn plans for a building to house, on the first floor, library quarters and an auditorium,—the latter with a flat floor for community dancing and light gymnasium. The second floor will have two rooms for class uses, a sewing room, and a kitchen for demonstrating purposes.

#### Pacific Coast

Glyde Maynard, N. Y. State, '19, has been made librarian of the Technical high school library of Long Beach, Cal.

Miss Frances Ford, Riverside 1919, is now librarian at the headquarters of the Alfalfa Growers' Association, Los Angeles.

Alvan W. Clark, Riverside '16, recently employed in the library of Stanford university, has been appointed librarian of the Union high school, Reedley, Calif.

Anne M. Mulheron, N. Y. State, '15-16, recently returned from A. L. A. War Service overseas, has been appointed to the staff of the Portland (Ore.) library association.

Madalene Dow, Pratt '14, has returned to the library of the Barringer high school, Newark, after a year's exchange with the librarian at the Oakland high school, California.

Julia M. Clapperton, Riverside '15, is now Mrs Raymond F. Smith. The wedding took place October 3, 1919, at Fond du Lac, Wisconsin, their future home.

Mildred Schaer, Los Angeles, '18, who has been head cataloger in the Kings County free library for the last year, has been chosen librarian of the Hanford public library.

Miss Jeanne Marie Trompen, who

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has recently returned to Tacoma from an extended service abroad in the service of the American Red Cross, has presented to the Tacoma public library an interesting collection of French war posters.

Lenore Townsend of Pittsburgh, '15, who has been supervisor of children's work in the Spokane public library, has accepted a position as children's librarian in the Hollywood branch of the Los Angeles public library.

For 1920, the Tacoma public library has been granted an appropriation totaling \$50,602 made up from 8/10 of a mill tax levy which will produce \$47,602 income and a petty cash revenue totaling \$3,000. The income of the library for the past 10 years has increased from \$28,492 to the present appropriation.

Marion Lee has been made branch librarian of the South Tacoma branch library.

Helen Pinkerton has resigned to become branch librarian in the New York public library system.

Mabel Abbott has resigned to join the staff of the Public library at Seattle, Washington.

Miss Cornelia Marvin, state librarian of Oregon has left on a five months' leave of absence for a trip in the Orient. She is accompanied by Miss Mary Foster of the Wisconsin Historical Society library. The work of the Oregon state library will be in charge of Miss Mirpah Blair, now in the library, and Miss Maud R. Macpherson, formerly of Washington, who has served the State library in a similar capacity before.

The following appointments relate to the Public library of Seattle:

Mabel L. Abbott, N. Y. P. L., has been appointed to a position in the branch department.

Mary N. Baker, N. Y. S. L., after nine months' Library war service in the East, will return to Seattle in November as librarian of the University branch library.

Frances E. Bowman (Pittsburgh), for the last year hospital librarian at Camp

Meade, Md., and formerly children's librarian in St. Louis, has accepted a year's appointment as librarian of the Yesler branch library. She began her work September 22.

#### Canada

Mrs Philip L. Allen, B. L. S., N. Y. State, '11, has been appointed head cataloger in the library of Queens university, Kingston, Ontario.

#### England

The report of F. Dallimore, librarian of the County Borough of Darlington, records stock in the library at 32,451. Total issue from the library, 150,432 volumes, income of the library for the year, 1,841 pounds. Mention is made of the fact that an increased number of volumes were added to the library because of the part saving of the librarian's salary while he was in military service.

Both the librarian and Mr Percival, the senior assistant, have returned from the war and resumed their places in the library.

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